

Learning Environment



Bleasdale

Learner Booklet

Welcome

We would like to warmly welcome you to Lancashire Teaching Hospitals NHS Foundation Trust (LTHTR).

We have created this pack as a useful resource to help you to settle in with us. The purpose of this booklet is to provide you with information to help you on your learning environment.

About LTHTR

We have three equally important strategic aims:

- To provide outstanding and sustainable healthcare to our local communities
- To offer a range of high-quality specialist services to patients in Lancashire and South Cumbria
- To drive health innovation through world class education, training and research

We provide a range of Hospital based health services for adults and children and cover a range of specialities. These include cancer services such as radiotherapy, drug therapies and surgery, disablement services such as artificial limbs and wheelchair provision. Other specialities include vascular, major trauma, renal, neurosurgery and neurology including brain surgery and nervous system diseases.

Our five core values:

- Being caring and compassionate
- Recognising individuality
- Seeking to involve
- Building team spirit
- Taking personal responsibility



We deliver care and treatment from three main facilities:

- Royal Preston Hospital
- Chorley and South Ribble Hospital
- Specialist Mobility and Rehabilitation Centre, Preston

In relation to car parking, please refer to your Induction to the Trust, for information regarding car parking. Additional information can be found on our Intranet page.

<https://legacy-intranet.lthtr.nhs.uk/car-parking-documents>



E-roster for Nursing and Midwifery Learners

It is your responsibility to ensure that you access your Healthroster account on a regular basis, to make a note of your rota.

Please note the following;

- You will need to make any specific requests of change to your rota to your placement area, in line with our Trust Healthroster deadlines.
- You will need to make a request to your placement area for study leave to be added to your Healthroster, should study leave be required.

Orientation to your Learning Environment – Adult Nursing

Please complete and present at your initial meeting.

Pre-orientation 2 weeks prior to starting your Learning Environment

- Arrange a pre-visit to your new Learning Environment.
- Visit your Learning Environment; ask to be shown around and ask what to expect on your first day i.e. where do I put my belongings, where can I put my lunch, where should I go on my first day and who should I report to.
- Ask to be shown your Learner Board, where you will find out who your Supervisor and Assessor is.
- Ask to be shown your Learner Resource File.
- Access your Healthroster to ensure you have your off duty and should you have any queries regarding your rota, please direct them to your Ward Manager or Learning Environment Manager.
- Access your learning handbook via the Health Academy webpage and start planning what you want to achieve from your Learning Environment.
- We advise that on your **first day you will be starting at 9am**, please discuss this with your learning environment.

First day on your new Learning Environment

- Introduce yourself and inform them that it's your first day.
- Ask to be shown around again, should you require this.
- Request to be shown the Team Board where the teams for the day are displayed, so you can familiarise yourself with, who is in your team, who you are working alongside and where your break times will be displayed.
- Ask to have the chain of command explained to you on this Learning Environment and ask who oversees this Learning Environment (i.e. Unit/Ward Manager).
- The local fire procedures have been explained and where you can find the equipment needed.
- Resuscitation equipment has been shown and explained.
- You know how to summon help in the event of an emergency.
- Lone working policy has been explained (if applicable).
- Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed).
- You are aware of your professional role in practice.

Within your first week on your Learning Environment

- Resuscitation policy and procedures have been explained.
- You are aware of where to find local policies.
 - Health & Safety
 - Incident reporting procedures
 - Infection control
 - Handling of messages and enquiries
 - Information Governance requirements
 - Other policies
- Policy regarding Safeguarding has been explained.
- Complete your initial meeting with your Practice Supervisor/Assessor and discuss any Inter-professional Learning Sessions that you would like to attend.

If you require any further support with your orientation, please contact your
Unit/Ward Manager or our Clinical Placement Support Team on
01772 528111/placement.support@lthtr.nhs.uk

Please note: Any member of staff can complete this document with you.

Learning Environment

We would like to welcome you to your learning environment.

Whilst on placement on Bleasdale Ward you will be welcomed by the multi-disciplinary team. We are committed to providing a positive and inclusive learning environment where you feel valued and a part of our team. You will be supported to fulfil your learning goals, develop your skills and abilities and to get involved as much as possible.

Opportunities on the ward.

- Nursing admission
- Care of patient and families/partners
- Observations to include Neuro observations
- Handover of patients at the end of a shift
- Record keeping and documentation
- Interpretation of NMC Code of Professional Conduct and relationship to practice
- Co-ordination and organisation of relevant investigations
- Nursing role in investigative procedures i.e. lumbar puncture, muscle biopsy
- Preparation and calculation and monitoring of Intravenous therapy
- Preparation and administration of subcutaneous and intramuscularly injections
- Assessment of patient regarding self-administration of medication
- The administration of medication
- Liaising and referring to members of the multidisciplinary team
- Primary care referrals
- Discharge planning
- Discharge
- Pre-operative assessments
- Insertion/removal of urinary catheter
- Pain assessment
- IV Therapies

Specialist skills that can be learnt.

- GCS
- Neurological observations
- Administering IVIG, IVMP
- Apo morphine trials
- Assist in Lumbar punctures

Shift Times

Day shift – 07:00 – 19:30 ½ hour break

Night shift – 19:00 – 07:30 ½ hour break

Shifts can be negotiable in case of problems. Advance notification is essential.

Bleep System

Dial 66 and wait for message

Enter bleep number of the person you require

Wait for message

Enter ward extension number

Wait for message that your paging request has been accepted

Replace receiver

Emergency Number 2222 - (State whether arrest, fire, security alert)

Learners are expected to report to nurse in charge prior to bleeping medical staff.

Bleep numbers are available on our office notice board.

Bleasdale Ward – 01772 524312

LEARNING RESOURCES

There is a plentiful supply of learning resources on the ward providing information about training and education within the trust. There is also plenty of information available on the ward about learning opportunities and learning resources. These can be located on the Learner Board and in the staff room. You will have access to Clinical Educators who have a vast experience in Neurology. There is an orange folder located in the main ward office, provided by the University for the pre reg students.

The Learning Environment Manager (LEM) allocates learners to their Practice Assessors and Practice Supervisors and is responsible for the learners off duty.

An essential part of the patient's journey requires the input of several different members of the multi- disciplinary team. There are dedicated neurology physios, OTs, case managers, dietitians, speech and language therapists and specialist nurse practitioners. All of these can provide teaching and learning opportunities.

THE BRAIN

The brain is one of the largest and most complex organs in the body and is made up of more than 100 billion nerves that communicate in trillions of connections called synapses.

The brain is made up of many specialized areas that work together.

- The cortex is the outermost layer of brain cells. Thinking and voluntary movements begin in the cortex.
- The brain stem is between the spinal cord and the rest of the brain. Basic functions such as breathing and sleeping are controlled here.
- The basal ganglia are a cluster of structures in the centre of the brain. The basal ganglia coordinate messages between multiple other brain areas.

- The cerebellum is at the base and the back of the brain. The cerebellum is responsible for coordination and balance.

The brain is also divided into several lobes

- The frontal lobes are responsible for problem solving and judgement and motor function
- The parietal lobes manage sensation, handwriting and body position
- The temporal lobes are involved with memory and hearing
- The occipital lobes contain the brains visual processing system

The brain is surrounded by a layer of tissue called the meninges. The skull (cranium) helps protect the brain from injury.

On Bleasdale Ward, we support patients with some of the following;

- Motor Neurone Disease (MND)
- Multiple Sclerosis (MS)
- Myasthenia Gravis (MG)
- Parkinson's Disease
- Guillain-Barre Syndrome (GBS)
- Epilepsy
- Functional Neurological Disorders (FND)
- Functional Seizures (NEAD)

More information regarding the above will be provided to you in an additional Learner Booklet at the start of your placement with us.

COMMON INVESTIGATIONS

<i>INVESTIGATION</i>	<i>WHAT IT IS</i>
EEG	
EMG/NCS	
LP	
CT SCAN	
MRI/MRA	
MYELOGRAM	
DAT SCAN	
PET SCAN	
VEPS	
SSEPS	
VIDEOFLUROSCOPY	
CEREBRAL ANGIOGRAM	
BIOPSIES – NERVE/MUSCLE/BRAIN	
ADDENBROOKES	

COMMONLY USED DRUGS

<i>DRUG</i>	<i>CONDITION USED FOR</i>	<i>WHAT IT DOES</i>	<i>RISKS</i>
PYRIDOSTIGMINE			
MADOPAR			
KEPPRA			
PHENYTOIN			
IMMUNOGLOBULINS			
METHYLPREDNISOLONE			
A POMORPHINE			
GABAPENTIN			
HYDROCORTISONE			
QUETIAPINE			
DALTEPARIN			
CODEINE			
LANZOPRAZOLE			

CYCLIZINE			
ROTIGATINE			
METFORMIN			
HEPARIN			
RILUZOLE			
HYOSCINE			
ASPIRIN			
CLOPIDOGREL			
ACICLOVIR			

COMMON TERMINOLOGY USED IN NEUROLOGY

Anarthria	Inability to pronounce words
Anosmia	Loss of sense of smell
Aphasia	Inability to speak
Aphonia	Inability to make sounds
Ataxia	Unsteadiness
BIH	Benign intracranial hypertension
Bulbar	Concerning the medulla
Carpel Tunnel	Channel in wrist through which the median nerve passes
CAT scan	Computerised axial tomography
Chiasma	Crossing of the optic nerve
Choroid Plexus	Area in ventricles where CSF produced
CJD	Creuzfeldt Jacob Disease
Cortex	Surface layer of cerebral and cerebellar hemispheres
CSF	Cerebro spinal fluid
CVA	Cerebrovascular Accident
Demyelination	Damage to Myelin sheath
Diplopia	Seeing double
Disc (optic)	Optic nerve leaving the eye – seen by ophthalmoscope
Dysarthria	Difficulty in pronouncing words
Dysphasia	Difficulty in saying words
Dyspraxic	Coordination disorder affecting fine and/or gross motor
Encephalitis	Inflammation of brain
Idiopathic	Unknown cause
IIH	Idiopathic Intracranial Hypertension
Intracranial	Occurring within the skull
Peripheral	Near surface or outside of
Motor	Movement of muscles in body
Myelin Sheath	Fatty white substance surrounding axon of some nerve cells, forming electrically insulating layer
Myopathy	Any abnormality or disease of muscle tissues
Neuropathy	Diseases of nerves
Radiculopathy	Comes from compression of nerves in spine causing pain and other symptoms
Sensory Level	The point where sensation changes from normal to abnormal
Status epilepticus	Prolonged seizure or seizures following each other in rapid succession
White matter	Parts of brain and spinal cord containing myelinated fibres

Induction

The Local Induction process will take place throughout the first week of your placement.

This will comprise of:

- Trust and department orientation, including housekeeping information
- Location of emergency equipment
- IT access
- Reading & acknowledgement of Mandatory Trust policies such as Health & Safety, Fire Safety, Infection Control, Information Governance, Staff Code of Conduct, Social Networking and Dress Code policies.
- Adult Basic Life Support training if applicable
- Trust Moving & Handling Training if applicable
- COVID-related policies & procedure
- Orientation
- Professional voice: - freedom to speak up, datix, chain of command, open door policy
- An awareness of our Educational Governance Team- evaluation and importance of feedback
- Inter-professional Learning Sessions
- Practice Assessment Record and Evaluation (PARE) training, if applicable
- Collaborative Learning in Practice (CLiP™), if applicable



What to bring on your first day

- Uniform: All other items in the dress code policy must be adhered to <https://legacy-intranet.lthtr.nhs.uk/search?term=uniform+policy>
- A smallish bag which would fit into a small locker.
- You may wish to bring a packed lunch and a drink on your first day.

Inter-professional Learning Sessions and eLearning Resources

At our Trust, our Education Team facilitates a yearly programme of Inter-professional Learning (IPL) sessions. This programme consists of various teaching sessions, delivered by our Specialist Teams, to support and enhance our learners and trainees' learning experience with us.

Inter-professional learning is an important part of your development and allows you to build professional relationships and communication skills with the wider multi-disciplinary teams. Our IPL sessions are valuable in supporting you to stretch your knowledge and experiences to enhance your clinical practice. They also help bridge the gap between theory and practice, allowing you to hold a deeper understanding of the topics discussed. Our sessions are open for all learners and trainees on placement at our Trust to attend and these learning opportunities are an extension to your learning environment; therefore, these hours need to be recorded on your timesheets. We encourage our staff to facilitate enabling a learner/trainee to attend these sessions.

Please note: You must inform your learning environment prior to attending a session.

These IPL sessions need to be discussed in a timely manner with your learning environment.

You are required to complete a reflection on each of your IPL sessions, as well as documenting on your HEI documentation what you have learnt and how this relates to your current placement.

You can book onto our IPL Sessions by accessing this link <https://elearning.lthtr.nhs.uk/login/index.php> and searching for 'IPL'.

You can access our policies and procedures via our Intranet page, which will help expand and stretch your knowledge.

Support with evidencing your learning outcomes or proficiencies

We encourage you to use the Trust learning logs to collate and evidence your skills, knowledge and abilities achieved. You can then present your completed learning logs to your Practice Assessor/Educator during your assessment meetings.

Any staff member who is involved in coaching you can complete your learning log feedback.

You can request time during your placement hours to complete these and request feedback prior to your shift ending. To obtain a copy of our learning logs, please visit our Health Academy Webpage on the link below, where you will see a copy of our CLiP™ Learning Log available for you to download, on the right hand side - <https://healthacademy.lancsteachinghospitals.nhs.uk/support/clinical-placement-support/collaborative-learning-in-practice-clip/>

Collaborative Learning in Practice (CLiP™)

CLiP™ is an innovative clinical education model designed to enhance the learning experience of healthcare learners by fostering a collaborative and supportive environment. Originating in Amsterdam and introduced to the UK by Charlene Lobo, Senior Lecturer at the University of East Anglia, CLiP™ has been successfully implemented in various NHS trusts, including Royal Preston Hospital and Chorley & South Ribble Hospital.

➤ How CLiP™ Works in a Learning Environment

Learners are assigned to a practice environment and divided into smaller groups. These groups consist of learners from various year levels, promoting peer learning and support.

Each group is supervised by a coach rather than a traditional mentor. The coach is responsible for guiding the learners in delivering holistic patient care, covering essential skills, documentation, ward rounds, and shift handovers. Our coaches;

- Provide guidance and ensure that learners meet their learning objectives.
- Help bridge the gap between theoretical knowledge and practical application. Offer continuous feedback and support to enhance the overall learning experience.

Learners will be encouraged to engage in a comprehensive range of patient care activities, which include performing essential clinical skills, maintaining accurate documentation, participating in ward rounds and conducting handovers. Additionally, learners will have the opportunity to follow their patient's journey through specialist

units, by attending surgeries and also partaking in specialised treatments, therefore gaining a broader practical experience.

An overarching Practice Assessor supports the coach in order to promote the quality of the learning experience. The Practice Assessor is responsible for overseeing the learners practice assessment documentation and providing necessary support to both the coach and learners.

➤ **Benefits of Collaborative Learning in Practice (CLiP™)**

The collaborative environment helps address the challenges of traditional mentoring, such as workload balance and teaching time. This model aims to alleviate stress for both learners and Practice Assessors whilst promoting a supportive and effective learning experience.

By involving Practice Supervisors and Educators, CLiP™ ensures comprehensive support and continuous feedback, leading to richer learning experiences and better-prepared healthcare professionals.

The structured support system and hands-on learning opportunities help mitigate issues related to perceived lack of support, reducing learner dropout rates compared to traditional mentoring models. (not sure I would include this paragraph as it sounds a bit negative and I don't think the learner needs to read this)

LTHTr are dedicated to implementing innovative educational methods, such as CLiP™, to ensure our learners receive high-quality clinical education and are well-prepared to deliver exceptional patient care.

Creating a positive Organisation Culture

LTHTr strive to create a great place to work for every colleague and deliver excellent care with compassion to our patients. We all play a pivotal role, not only in providing services but also in shaping the culture of our organisation.

The attitudes, actions and behaviours we experience from others makes a huge difference, both personally and professionally. We want you to feel safe and supported in work to be able to deliver high quality care to others. We also want you to feel confident, supported and empowered in taking positive action to address and challenge others in situations that may make you or those around you feel uncomfortable.

We take a zero-tolerance approach towards any form of abuse.

You can find out more about this by reading our [Zero-Tolerance Statement](#), or by taking a look at [Creating a Positive Culture Intranet](#) pages.

Here you will find the links to lots of information, resources and training opportunities to help develop your knowledge, skills, and awareness in how to uphold the principles of [zero-tolerance](#), as a colleague at LTHTr. There is also further information available on [Civility](#), our [Best Version of Us Culture Framework](#) and [Supporting Sexual Safety in the Workplace](#).



Chain of Command

Keeping patients safe, providing the best care that we can and learning in an environment where you feel safe and valued is important to us. Speaking up about any concern you have on your learning environment is also important. In fact, it's vital, because it will help us to keep improving our services for all patients.

There may be occasions where we witness, experience or are asked to do something that causes us concern. Often these concerns can be easily resolved, but sometimes it can be difficult to know what to do.

Our Clinical Placement Support Team are available Monday to Friday, 8.00am – 5.00pm should you need to contact them in relation to any concerns regarding your learning environment. If your concern relates to patient safety and/or your concerns are outside of these hours, please follow the chain of command in your learning environment and speak with the person in charge.

Please visit our Freedom to Speak Up page on the Intranet for more details.



We value your feedback

Our Trust values your feedback. To continuously improve, we offer opportunities for our learners and trainees to provide feedback regarding both your learner experience and your learning environment. We would encourage you to kindly complete your end of placement evaluation, within your clinical hours.

We will keep you updated with the improvements that we make based on the feedback you provide us with.

Nursing Directorate monthly meetings are held to share new and innovative ideas as to how we can collaboratively enhance our learning environments, to support both learners, trainees and staff.