

# Learning Environment



Main Theatres (RPH)

# 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.

On your first day in placement, you will be oriented to the department and be given an induction into the Health and Safety and Fire procedures within Theatres.

### Summary of departments

The theatre department at Royal Preston Hospital covers a wide range of specialities.

Individual Clinical managers have responsibility for one or more of these specialities.

These clinical managers are supported by Team Leaders within each speciality.

### Practice Assessor (PA) and Practice Supervisor (PS)

You will be allocated a PA and a PS to support you throughout your placement. The staff in the department all work hard to ensure that you have a good experience and are presented with a wide range of theatre specific learning opportunities. Working in Theatres revolves around good team work so whilst you may not be able to work exclusively with your PA, you will still be working within your designated team.

### Off Duty

Whilst you are on a Theatre placement your off duty will be done by the Training & Development Team. You will work a variety of shifts, which will generally fall between 8am and 6 pm. If your PA is working out of hours shifts, then you may work with them if you wish to but it is not a mandatory requirement. If you anticipate any problems with off duty, please let the team know as soon as possible.

If you are a recovery student, your off duty will be done by the team leaders in recovery and your shifts will be between 8am and 10pm.

### Reporting Sickness

We have a strict policy in the department regarding the reporting of sickness and absence. If you are sick or are going to be absent for **ANY** reason you must ring the Training and Development office on **01772 522355** and speak to a member of the training team. You must ring after 8 am on the **first day** of absence and inform us how long you will be off and when you will return to placement. If you are unsure how long you are going to be absent then you must ensure that you maintain contact with us and update us **daily** of your continuing absence. Please also email [learner.absences@lthtr.nhs.uk](mailto:learner.absences@lthtr.nhs.uk)

If you do not turn up for placement and we have not been informed that this will be the case then you will be marked as absent without reason and your University will be informed of this.

If we are not in the office, you may leave us a message on our voice mail

Our number is **01772 522355** but if you **have not** spoken to us in person, you **must** contact the theatre coordinator to inform them you will not be in placement.

To contact the theatre coordinator, you must ring RPH on **01772 716565** and ask them to bleep the theatre coordinator on **bleep 2360**.

You cannot ring the coordinator's office directly as they may not be there at that time in the morning.

### **Policies and Procedures**

Trust policies and procedures can be found and accessed on the intranet. Theatre policies and procedures are the rules and guidelines set out to establish good patient care. They are reviewed and updated on a regular basis usually when new working practices are implemented and up to date research warrants change. These policies and procedures should be adhered to by all staff and can be used as supporting evidence within academic work.

### **Reporting Accidents and Occurrences**

Any accident or occurrence affecting a member of staff, a patient, a relative or any visitor to the department must be recorded and documented via the Datix online incident reporting system. Always report any incident to the senior nurse in charge of the department and they will guide you through the incident reporting process.

### **Training and Development Department**

Phone 01772 522355 Ext: RPH 2355 CDH 7113

The training and development office is situated on the ground floor in the plastic surgery trauma complex and we operate an open-door policy. Students are encouraged to 'drop in' with any queries or problems they may have.

The Training and Development team is responsible for student Theatre placements, staff induction, Theatre rotation, mandatory training, in-house study days and training sessions as well as facilitating staff access to external courses and promoting ongoing professional development.

If you give the team your email address we will endeavour to email you your off duty but if you do not wish to avail yourself of this service there will be 2 weeks off duty displayed on the notice board.

Whilst on placement in theatres you will have access to student meetings this is your time to discuss progress, address issues or just to meet up with the other students and discuss your experiences.

### **Uniform Policy**

The uniform policy must be always adhered to. Surgical scrubs and clogs are provided and available in the changing rooms.

Students wear yellow hats in theatres so they can easily be identified. These hats are kept in the practice educator's office and it is recommended that you obtain a week's supply on a Monday.

Any jewellery must be kept to a minimum and is limited to plain studded earrings and a plain wedding band. No other jewellery should be worn. False nails are also not allowed in the department. Hair should be tied back neatly so that it can fit comfortably under your theatre hat.

If you leave the department to go outside the building for any reason i.e. to go the library, you must change into your outdoor clothing. If you smoke and wish to go outside for a cigarette you must get changed and ensure that you are not identifiable as having come from Theatres

### **Break Facilities**

There are two rest rooms provided for staff, 1 situated outside theatre 11 and another rest rooms situated opposite theatre 2.

There are 2 kitchens which provide tea and coffee making facilities and this is free of charge.

The kitchens contain microwaves, toasters and fridges to store food. If you bring your own lunch please ensure it is labelled with your name and date prior to placing it in the fridge.

Jacket potatoes, with hot fillings, soup, salads, sandwiches and other sundry food items are available to buy in the department between 12.00 and 13.45 in the room next to the kitchen near Theatre 1

### **Anatomical Organ Systems-What they include, what they do, and their associated surgical specialities**

- **Integumentary (*Plastics*)**  
Skin and its accessories —Protects tissues, regulates body temperature
  - **Skeletal (*Orthopaedics, Maxillo-Facial*)**  
Bones and connective tissues —Provides structure, protects soft tissues, produces blood cells
  - **Muscular (*Orthopaedics*)**  
Skeletal, smooth, and cardiac muscle —Powers movement, maintains posture, generates heat
  - **Nervous (*Neurology*)**  
Brain, spinal cord, nerves, sensory organs and cells — Communicates via impulse, integrates functions of other body systems
  - **Endocrine (*ENT, Urology, Gynaecology*)**  
Pituitary, thyroid, parathyroid, and adrenals glands; pancreas; ovaries; and testes — Communicates via hormones
  - **Cardio-vascular (*Vascular*)**  
Heart, blood vessels, and blood — Transports materials throughout body
  - **Lymphatic (*ENT, General*)**
- When Surgeons talk about anatomy, everyday words such as *front, back, side, above, and below* just aren't precise enough. Instead you may hear terms in the following list:
- **Anterior:** Toward the front of the body
  - **Posterior:** Toward the back of the body
  - **Superior:** A part above another part
  - **Inferior:** A part below another part
  - **Medial:** Toward the *midline* (median plane) of the body
  - **Lateral:** Away from the midline of the body; toward the sides
  - **Proximal:** Toward the point of attachment to the body
  - **Distal:** Away from the point of attachment to the body
  - **Deep:** Toward the inside of the body
  - **Superficial:** Toward the outside of the body
  - **Parietal:** A membrane that covers an internal body wall



Tonsils, spleen, thymus, lymph nodes, lymphatic vessels, and lymph — Provides immunity, filters tissue fluid

• **Digestive (ENT, Gastro-Intestinal)**

Mouth, esophagus, stomach, small and large intestines, and accessory organs —

Obtains nutrients from food

• **Respiratory (ENT)**

Nose and mouth, pharynx, larynx, trachea, bronchi, and lungs — Performs

gas exchange with blood (oxygen in, carbon dioxide out)

• **Urinary (Urology, General)**

Kidneys, ureters, bladder, and urethra - Filters waste from the blood for excretion, retains water

• **Reproductive (Gynaecology, Urology)**

Ovaries, uterine tubes, uterus, vagina, and vulva in females; testes, seminal vesicles, penis, urethra, prostate, and

bulbourethral glands in males -Produces offspring

**Surgical positioning is the practice of placing a patient in a particular physical position during surgery. The goal in selecting a surgical position is to maintain the patient's safety while allowing access to the surgical site.**

- Supine—On back, face up
- Prone—on front, face down
- Lateral—on side
- Sitting or Beach Chair
- Trendelenburg—tilted head down
- Lithotomy or Lloyd Davis—on back, legs raised in boots or stirrups

Another position used in theatre is the Salford seat. If this position is used in your theatre, your team will train you in positioning for it. Depending on the position and access required, there are various supports used to secure patients. *The next page is blank for you to make notes on the supports/gels/padding used in your theatre.*

## Medical terminology

This can seem a little overwhelming at times. Just remember, there are three major parts of every medical term you can investigate so that you can more easily discover its meaning.

At the beginning of a medical term, you often find the prefix, which can indicate the direction, the where, the when, and the amount. Next comes the root word, indicating the body part involved. Some root word meanings are obvious and easy to understand, like arteri/o for artery, but others may not be. The suffix at the end of a term is often your first clue to the definition of the term. It can indicate a procedure, a condition, or a disease.

The prefix and suffix are “adjectives,” in a way, telling you something about the root word in the middle. Changing the prefix or the suffix changes the meaning of the term.

**A-**.....Lack of, without, not  
**Ante-**....Before, in front of, or forward  
**Anti-** .... Opposing or against  
**Bi-**....Double, two, twice, both  
**Co-**.... con-, com-... Together or with  
**De-**....Down, or from  
**Dys-** ....difficult, bad, painful  
**Extra-**....extro-.Beyond, outside of, or outward  
**Hemi-**....semi-..Half, half of  
**Hyper-**....above, excessive, beyond  
**Hyp-**....hypo-.Below, beneath, deficient  
**Infra-**....Below or beneath  
**Inter-**....Between  
**Intra-**....Within, inside  
**Macro-**....Large  
**Micro-** ....Tiny, small  
**Post-**....After, or following, behind  
**Pre-, pro-**...In front of, before, preceding  
**Retro-**....Behind, backward  
**Trans-**....Through or across  
**Ultra-**....Excessive, beyond

**Artero:**.....Artery  
**Arthro:**.....Joint  
**Cardio:**.....Heart  
**Colo:** .....Colon  
**Craino:** .....Skull  
**Dermo:** .....Skin  
**Hepato:** .....Liver  
**Laparo:** .....Abdomen  
**Laryngo:** .....Larynx  
**Myelo:** .....Bone marrow  
**Myo:** .....Muscle  
**Neuro:** .....Nerve  
**Osteo:** .....Bone  
**Spleno:** .....Spleen  
**ostomy** .....to bring to the surface  
**-ectomy** .....to remove  
**-otomy** .....to cut in to  
**-itis** .....infectioni  
**-orrhaphy** ..... repair  
**-oscopy**..... look in to  
**-pexy**.....to stabilise/fix in position  
**-lysis**.....destroy, disintergrate  
**-plasty**.....Replacement/alter shape





## 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.