

Learning Environment



Nutrition Nurse team

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.

Housekeeping

7-day service, including weekends and bank holidays. 8am-4pm.

Contact details: 01772528386 (Office)

Bleep 3057.

Email: nutrition.team@lthtr.nhs.uk

Fire assembly point is on the grass opposite the Day Treatment Centre entrance.

The nearest fire extinguisher is in the corridor, outside the Nutrition Nurses office (Foam).

Sickness reporting: If you are unable to attend work due to sickness, or for any other reason, please contact the nutrition nurses on 01772 528386 as soon as possible.

Remember, we only tend to be in the office from approximately 7:30am onwards so if there is no answer, call back at 8am. You can ask to discuss this with your Practice Assessor, if you need to, or with any of the Nutrition Nurses who are available.

Please also email learner.absences@lthtr.nhs.uk and inform your University.

Day to day working.

Everyone starts at 8am and we go through our handover and discuss any patients that we may be concerned about or who may need to be reviewed. The band 7's will allocate our day to day working pattern, this includes:

- TPN ward round:
 - Generally, a band 7 NMP will attend the TPN ward round. Here they are accompanied by a Dietitian and a Specialist Clinical Pharmacist. Patients are reviewed who are already on TPN and new referrals are seen. On a Friday, the Nurse who is working the weekend will attend the ward round so they know the patients for over the weekend.
- Clinic:
 - Clinic will vary daily. Frequent attendees include dislodged gastrostomy tubes, blocked gastrostomy tubes, water balloon changes, blocked NG's, dislodged NGs, PICC bloods, PICC dressings, Magnesium infusions, general issues with tubes and gastrostomy assessments.
 - All patients who are seen in clinic require a letter to be typed for each visit, you will have the opportunity to do some letters also.
 -
- Wards
 - Again, this will vary on a day-to-day basis. Patients who need treatment will be highlighted on the handover and then any bleeps throughout the day will be answered / triaged / actioned. Ward jobs tend to include trouble shooting of enteral feeding devices (particularly NG tubes), insertion of NG tubes, PEG/RIGG assessments, TPN etc.
 - NG Audits.

- Chorley
 - Generally, we go over to Chorley 3 times per week (Monday / Wednesday / Friday). The Dietitians at Chorley will contact us if they need us for anything outside of these days. You will have the opportunity to accompany a CNS over to CDH to review patients and carry out any jobs over at CDH.

Below is a list of objectives which you will have the opportunity to do while with the Nutrition Team:

- Nasogastric tube insertion
- Insertion of a nasal bridle
- Troubleshooting NGs
- Ward audits for nasogastric tubes
- Water balloon changes
- Troubleshooting gastrostomy tubes
- Balloon gastrostomy replacement
- Dilation of gastrostomy tract
- Removal of gastrostomy tubes
- Peripheral bloods / insertion of a peripheral cannula
- Obtaining central line bloods
- Central line dressings
- Obtaining cultures from a central line
- Observe / administration of intravenous infusions
- TPN ward round
- Observe TPN administration
- Sit in on a gastrostomy assessment
- Watch a PEG insertion / RIGG insertion
- Assessment of mental capacity
- Best interests decision making and meetings

All other members of the Nutrition Team will be working alongside you. We do not bite, please do not worry and ask any questions at all. There is no such thing as a daft question! 😊



Different types of enteral feeding tubes

Nasogastric – generally a 10Fr tube passed via the nose, down the oesophagus and into the stomach. This tube can be passed at the bedside (with or without ENT involvement) or by interventional radiology (IR). Position confirmed as safe to use by 1) gaining an aspirate of 5.5 or less 2) Chest x-ray

Ward documentation following CXR to confirm NG tube position:
Must be documented within 2 hrs

NEX =
 CXR ax no/ date:
 NG tube:
 Bisects the **Clavicles**
 Bisects the **Carina**
 Passes midline at **Diaphragm**
Deviates to the left

Document if safe to use or remove

- If a chest x-ray is performed to confirm tube position, it must be reviewed by both a 1) radiologist and 2) other competency assessed practitioner (e.g. Doctor, ACP etc) and documented as safe for use using CCDD (clavicles, carina, diaphragm, deviates left).



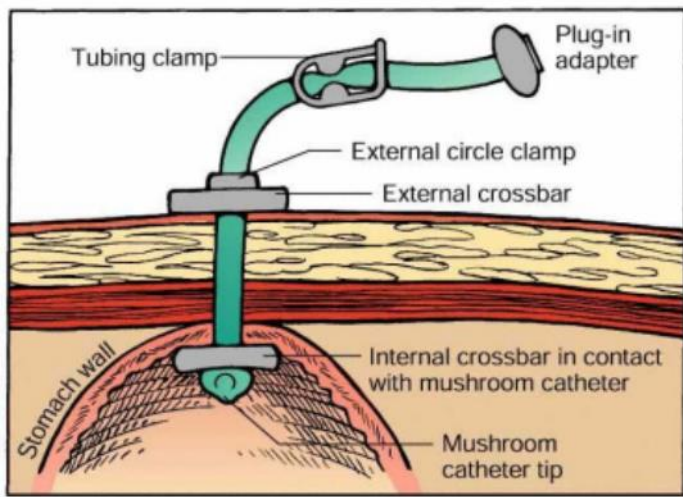
Nasojejunal – always an 8Fr tube (yellow) which is passed via the nose, down the oesophagus, into stomach and down to jejunum. This tube can be passed either at the bedside by a competent Nutrition Nurse or in IR.

Nasojejunal tubes are usually secured with a nasal bridle on insertion to prevent dislodgement.

Ongoing checks with NJ tubes: Every time the NJ tube is accessed the position marker at the nose MUST be checked and documented.



Percutaneous Endoscopic Gastrostomy (PEG) – a tube which is placed in the stomach, using endoscopic and pull through technique. PEGs placed at LTH are always a 16Fr Corflo. PEGs at LTH are placed by the Nutrition Nurses, with a Consultant Gastroenterologist performing the endoscopic procedure.



Radiologically Inserted Gastrostomy with Gastropexy (RIGG) – a tube which is placed directly into the stomach in Interventional Radiology. At LTH, RIGG tubes are often a 16Fr MIC the other tubes which can be used are AMT. For RIGG insertion a patient must have a nasogastric tube placed prior to the procedure which is then removed afterwards.



Also known as a 'balloon tube'

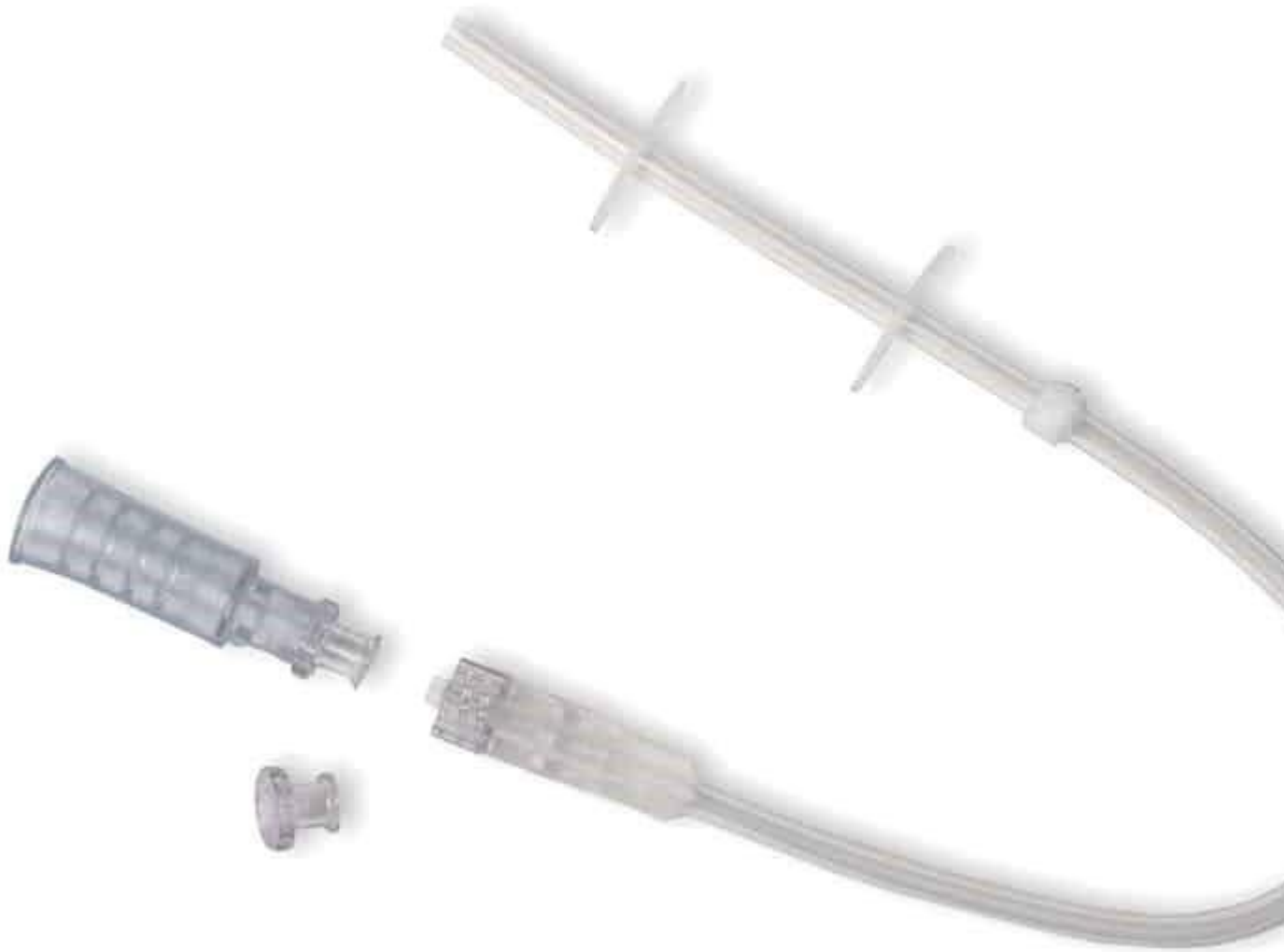
Both PEG and RIGG tubes are gastrostomy tubes! They do the same job but are just placed differently. Patients are assessed for suitability by nutrition nurses and booked depending on the outcome of the assessment.



Low profile gastrostomy tubes (MIC-KEY / MINI) – These are balloon gastrostomy tubes which are placed following a period of having a MIC / AMT.



Jejunostomy – Jejunostomy tubes are placed surgically and require a general anaesthetic. When they are first placed they have a Dacron cuff and two sets of wings to anchor them in place. If the wings become exposed / the tube splits it will need to be exchanged in IRDU and a balloon tube placed.



Transgastric jejunostomy – These tubes are placed in IRDU by a Consultant Radiologist. The tubes we use at LTH are a 16Fr MIC with a 45cm jejunal extension. These tubes have a gastric port and a jejunal port.



G-JET – These tubes are a low profile version of the above, again placed by a Consultant Radiologist in IRDU. We only have 3 patients with them in the community. _



Freka PEG with jejunal extension for Duodopa administration – These tubes are placed endoscopically and are specific for Parkinsons. Annually, we assess approx. 1 patient.

If a balloon tube fails, it will have to be replaced. Either in IRDU / clinic dependant on the tube.



Other terms you may hear:

PEGogram – a contrast study performed in x-ray if you are concerned regarding the placement of a gastrostomy tube.

JEJogram – a contrast study performed in x-ray every time a jejunostomy tube is changed.

Different brands of tubes:

Corflo Primary – Endoscopically placed PEG at LTH (usually have a white hard flange, white clamp and a y-port).

Corflo balloon – Sometimes used in the community. We do not stock these routinely.

Freka Primary – Endoscopically placed at BVH (usually have a triangle flange and specific freak ends).

MIC balloon – Radiologically placed at LTH / can be used for tube exchange.

AMT balloon – Used for tube exchange in clinic (cheaper than a MIC).

Freka balloon – Placed Endoscopically at BVH (PEXACT).

MICKEY / MINI (balloon) – Low profile balloon tubes.

GJET – low profile transgastric jejunostomy tube.

Flocare – these are our smallest balloon gastrostomy tubes (10Fr).

(This is very confusing and we do not expect you to understand them all. They all look different and can normally be recognised, but we try and guide you as best we can).

Total Parenteral Nutrition (TPN).

Total parenteral nutrition is the intravenous administration of nutrition which may include: proteins, carbohydrates, fats, minerals, electrolytes, vitamins and other trace elements. At LTHTR, TPN is always administered via a central line. TPN may be given when a patient is suffering from intestinal failure.

Intestinal failure (IF) is described by Pironi et al (2014) as the reduction in gut function below the minimum necessary for the absorption of macronutrients and/or water & electrolytes – such that intravenous supplementation is required to maintain health and/or growth.

Types of intestinal failure:

1. Self-limiting – acute post op ileus, acute inflammation.
2. Prolonged – gastrointestinal complication, enterocutaneous fistula, abdominal sepsis
3. Long term – short bowel syndrome, chronic obstruction, motility disorder.

Pironi et al (2015). Intestinal failure in Adults: Recommendations from the ESPEN expert groups. Clin Nutr 34(2): 171-180.

The need for TPN is assessed by the nutrition team, following a referral from the patient's parent team, on the daily TPN ward round.

Further reading:

- Gabe, S. (2017). Definitions & types of intestinal failure [Online]. Retrieved from [Definitions and types of intestinal failure \(stmarksacademicinstitute.org.uk\)](http://stmarksacademicinstitute.org.uk)
- Pironi, L. (2016). Definitions of intestinal failure and the short bowel syndrome. Best Practice & Research Clinical Gastroenterology 30(2) Pg 173-185 [Online]. Retrieved from [Definitions of intestinal failure and the short bowel syndrome - ScienceDirect](http://ScienceDirect)

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.