The Health Academy

NHS
Lancashire Teaching Hospitals
NHS Foundation Trust

Learning Environment

Ward 12

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.

Ward number: 01772 523620/ 01772 523672
Emergency number: 2222

Ward Shift Pattern
Day: 0700-1930
Night: 1900-0730
You will be expected to work any of the above shifts, and your rotas will be assigned to you in advance. Although you will be expected to work the shifts allocated, flexibility will be considered with good reason.
If you are unwell or cannot attend for a good reason, please follow the absence policy whereby you contact the ward in advance, contact university and email learner.absences@lthtr.nhs.uk

Multidisciplinary teams
There are multiple types of people to work alongside. These include:
- Doctors
- Physician associates
- RGNS
- Assistant practitioners
- Health care assistants
- Pharmacists
- Physiotherapy
- Occupational therapy
- Nutrition team
- Stoma nurses
- Speech and language team
- Discharge facilitator
- Discharge assessment nurse
- Social workers
- Safeguarding team
- Acute pain team
- Tissue viability nurses
- Diabetic specialist nurses
- Infection control nurses
- Theatre practitioners
- Night practitioners

As a learner, you are encouraged to ask questions and expand your knowledge base. This will allow you to get the best experience whilst on your placement.

Ward Routine
On arrival to each shift, there will be a printed handover sheet which should have all the information you need regarding all the patients on the ward. You will then go on a

full walk round handover where the nurse on the previous shift will handover and this gives you a chance you visualise all the patients.

As the ward has 33 beds, we use an algorithm to handover will allows for accurate and concise handover for each patient.

This is FORCEDS.

- Fluids: Intake – diet and fluids, nil by mouth, clear free fluids, IV fluids, TPN etc. Output- voiding in toilet, catheter, stoma, NG, drain etc.
- Observations: Frequency and NEWS
- Risk assessments: MUST, Waterlow, Skin assessment, wound, falls, ELOC, etc
- Care plan: Medications, Wounds, plan of care etc.
- Escalation: Has anything been escalated on the shift previous?
- Discharge: Plans for Discharge
- Skin: Frequency of pressure are care, skin integrity.

Each patient's folder has a sheet in which you are expected to fill out before handover on each shift to allow quick and easy handover.

Colorectal Disease

Colorectal cancer- Colorectal cancer develops from the lining on the digestive tract.

Inflammatory Bowel Disease- IBD is the general term to describe disorders which involve chronic inflammation of the digestive tract. Ulcerative colitis- Causes long-lasting inflammation and ulcers in the colon and rectum. This is usually managed conservatively with medications such as steroids, but patients may be admitted for further treatment such as pain management or surgery.

Chron's disease – Characterised by inflammation of the lining of the digestive tract which spreads into tissue. Chron's can affect any area of the small or large intestine. Similar to UC, Chron's is usually treated conservatively with medications but is more likely to require surgery for symptom management.

Perianal conditions

Haemorrhoids are normal blood vessels in the anal canal. They can cause symptoms such as pain and bleeding when they become enlarged or swollen.

A rectal prolapse is a protrusion of the bowel outside the anus. It can usually be rectified by hand but may later require surgery. They can cause pain, bleeding, feeling of constipation and incomplete emptying of rectum, and passing of mucous. Symptoms usually increase as the size of prolapse increases.

Pilonidal Sinus

A pilonidal sinus is a small hole or tunnel in the skin at the top of the buttocks. It doesn't always cause any symptoms and only requires treatment if infected. Infections usually require drainage and antibiotics. This may be done in theatre with general anaesthetic, or on the ward with local anaesthetic. Recovery time is approximately two weeks but hospital admission is usually only 1-2 days, if surgery is required

Abbreviations

Abbreviation	Meaning
AAA	Aortic abdominal aneurysm
AKA	Above knee amputation
APT	Acute pain team
AXR	Abdominal X-ray
BD	Twice daily
BKA	Below knee amputation
BPH	Benign prostate hypertrophy
BM	Blood glucose level
CABG	Coronary artery bypass graft
CBD	Common bile duct
CFF	Clear free fluids
CKD	Chronic kidney disease
CNS	Clinical nurse specialist
CT	Computer tomography scan
CXR	Chest x-ray
D+F	Diet and fluids
DNAR	Do not attempt resuscitation
DSN	Diabetic nurse Specialist
DVT	Deep vein thrombosis
EDD	Expected date of discharge
ERCP	Endoscopic retrograde cholangiopancreatography
EOL	End of life
EOLC	Enhanced levels of care
FBC	Full blood count
FF	Free fluids
HAP	Hospital acquired pneumonia
HTN	Hypertension/high blood pressure
IVABX	Intravenous antibiotics
IVI	Intravenous infusion
IVDU	Intravenous drug user
IDDM	Insulin dependent diabetic mellitus
IHD	Ischaemic heart disease
IBS	Irritable bowel syndrome
MDT	Multiple disciplinary team

MFFD	Medically fit for discharge
MRCP	Magnetic resonance cholangiopancreatography
MRI	Magnetic resonance imaging
MST	Morphine sulphate tablet
NBM	Nil by mouth
NG	Naso-gastric tube
NIDDM	Non-insulin dependent diabetic mellitus
NKDA	No known drug allergies
NPU	Not passed urine
OA	Osteoarthritis
OGD	Oesophago-gastro-duodenoscopy
OD	Once as day
PCA	Patient controlled analgesia
PCCN	Patient contribution to case notes
PID	Pelvic inflammatory disease
Px	Prescribed
PRN	As required
QDS	Four times a day
ROC	Removal of clips
ROS	Removal of sutures
RWT	Routine ward test of urine
SFBC	Strict fluid balance chart
SFFD	Surgically fit for discharge
S+S	Soup and sweet
SOB	Short of breath
TAH	Total abdominal hysterectomy
TDS	Three times a day
TPN	Total parental nutrition
TWOC	Trial without catheter
TIA	Transient ischaemic attack
UGI	Upper gastrointestinal
USS	Ultrasound scan
VTE	Venous thrombo-embolism

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.