

Hints and Tips for achieving Practice Learning Outcomes in Year 3 Children's Nursing Practice

In the CAP Document for all years undertaking the BSc(Hons)Nursing programme the Practice Learning Outcomes [PLOs] are skills based and match the Essential Skills Clusters that the Nursing and Midwifery Council [NMC] state must be achieved at the different progression points in programmes they validate. The NMC have identified that ALL nurses need to achieve these as they progress, whatever their field of practice.

This represents a change in culture for our students and mentors. To try to help students and mentors understand how learning outcomes may be interpreted in various practice environments we have made some suggestions below. This is based on feedback from mentors and students over the first and second year of the programme and recent discussions with PLFs. This new curriculum remains a new challenge and we aim to add to this resource in future. All questions, suggestions and feedback are therefore most welcome; please don't hesitate to get in touch.

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Shaded and un-shaded outcomes:

Students have to achieve all shaded outcomes every semester and un-shaded outcomes at least once across the year. Un-shaded outcomes must not be left until the final semester and it is expected that these will be spread across the semesters and achieved wherever they can be and not left to the end of the year thus increasing the risk of failure.

Level of performance

The competency level for Year 3

| Academic level | Competency Statement | Level of student performance expected | Student role | Mentor role |
|---|---|---|--|--|
| Year 3 6 | The student uses previous experience and applies this knowledge to new settings and is beginning to influence others. | The student competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills | Can do this independently in a safe and competent manner | Assesses the student's ability to work independently in a safe and effective manner. |
| Minimum threshold for professional registration | | | | |

Students Level of Achievement

By the end of this year the student will be competently and consistently applying skills previously learned and adapting them to new situations under less direct supervision. In addition to demonstrating their capability to work as an effective and efficient member of a team, they will also demonstrate their potential to work as autonomous practitioners thereby, fit for practice. Within their practice they will utilise emerging teaching skills and act as a professional role model.

Please note: The student CAN undertake the activity INDEPENDENTLY IN A SAFE AND COMPETENT MANNER. The mentor in their assessment must be satisfied that the student understands and CAN perform the activity independently if required.

At this level it is not acceptable to merely have a discussion about what the student would do or use role play. However, in some instances a teaching session is acceptable but the specific learning outcome will state this. It is really important that third year student nurses consolidate their practice and this is best achieved WITHIN THEIR SPECIFIC PLACEMENT AREA so visits to other clinical areas are not advised. This will require careful planning at the initial interview stage.

Students and mentors are reminded that where difficulties are anticipated when reviewing learning opportunities at the initial interview the mentor and/or student is encouraged to seek advice from their PSGL or PLF so a plan of action can be agreed sooner, rather than later.

Meeting learning outcomes at sites other than the placement:

In Year 3, the achievement of learning outcomes should ideally be attempted within the placement to enable consolidation of safe practice in preparation for registration. Where difficulties are anticipated when reviewing learning opportunities at the initial interview the mentor and/or student is encouraged to seek advice from their PSGL.

Any activity that takes place away from the placement must be agreed with the mentor beforehand, with the specific practice learning outcomes defined and clearly documented in either a LEARNING LOG FROM WORKING WITH OTHER NURSING PROFESSIONALS (p23) or an INTERPROFESSIONAL LEARNING LOG (p21).

Please note: ONLY MENTORS WITH A QUALIFICATION IN THE CHILDREN'S FIELD OF NURSING CAN SIGN CAP DOCUMENT LEARNING OUTCOMES IN YEAR 3 and their signature and qualification details must be entered in the inside front cover of the CAP Document

Examples of specific Year 3 learning outcomes that may present a challenge

9.9:

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| 9.9 Uses knowledge of applied anatomy, physiology, pathology and development to detect physical or psychological deterioration in the condition of: |
| • Babies |
| • Children |
| • Young People |
| • Pregnant Women |
| • Postnatal Women |
| • People with Mental Health Problems |
| • People with Learning Disabilities |
| • Older People |
| • People with long term conditions |

As we recommend you stay within your placement area to achieve these learning outcomes at level 6, you are advised to use the experience of planning and delivering care for the needs of the whole family system to meet these outcomes. So for example, in an inpatient or community setting there will be a need to assess and meet the needs of the family as whole including for example siblings, grandparents.

29.1

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| !9.1 Accurately record fluid balance and identify any signs of dehydration; |
| !9.2 Use negotiating and other skills to encourage children/young people who are reluctant to drink, to take adequate amounts of fluid; |
| !9.3 Take appropriate action where fluid intake and output is imbalanced |
| !9.4 Use teaching and learning skills to educate service users about their own fluid management; |

The student should demonstrate competence in recording and acting on any abnormal fluid balance findings based on the process used for assessment in that specific placement environment. In some environments measurement may be based on an estimate based on a calculation from the patient's subjective report of intake/output. At this level students' should be able to critique any method used regarding its accuracy.

36.5

36.5 Safely manage anaphylaxis;

This could be achieved by a teaching session delivered by the student and assessed by the mentor. The teaching session could be to another member or members of the team at the placement and/or a student nurse in years 1 or 2.