

## **Hints and Tips for achieving Practice Learning Outcomes in Mental Health Nursing Practice 7, 8 and 9 (Year 3- Semester 1, 2 and 3)**

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 (ESCs) that the Nursing and Midwifery Council (NMC) states must be achieved at the different progression points in pre-Registration Nursing Programmes. The NMC have identified that ALL nurses need to achieve these as they progress, whatever their field of practice.

Nursing students experience a range of different placement types. Please find below some notes which aim to help students and mentors think about how a PLO might be achieved in different types of clinical placements. They are based on conversations we have had with students, mentors and Practice Learning Facilitators (PLFs). In response to feedback, the latest CAP document has a wipe clean cover, Contents page (2), coloured separators between semesters and space for comments each semester below PLOS's (p81-131)

All questions, suggestions and feedback about these notes are welcome; please don't hesitate to get in touch with the Mental Health Nursing Practice (MHNP) Module Leaders

**Jacquie White** Associate Dean for Teaching Learning & Quality/Module Leader Mental Health Nursing Practice 7 [jacqueline.white@hull.ac.uk](mailto:jacqueline.white@hull.ac.uk) telephone: 01482 464537

**Joanie Barber-Bee** Mental Health Lecturer/Module Leader Mental Health Nursing Practice 8 [Joan.Barber-Bee@hull.ac.uk](mailto:Joan.Barber-Bee@hull.ac.uk) telephone: 01482464679

**Kirsty Fishburn** Mental Health Lecturer/Module Leader Mental Health Nursing Practice 9- [k.fishburn@hull.ac.uk](mailto:k.fishburn@hull.ac.uk) Tel: 01482 464681

Alternatively, you could contact the appropriate PLF from the list on the Placement Learning Unit (PLU) website at [http://www2.hull.ac.uk/fhsc/placement\\_learning\\_unit/practice\\_learning\\_facilitators.aspx](http://www2.hull.ac.uk/fhsc/placement_learning_unit/practice_learning_facilitators.aspx)

### **Hints and Tips for interpretation of specific PLO activities**

Page numbers refer to the CAP Document: a pdf of this is available to everyone from the following URL (cut and paste it into your browser)

<http://www2.hull.ac.uk/fhsc/placementlearningunit/moduledocuments/mentalhealthfielddocuments.aspx> If you are looking for a specific Practice Learning Outcome activity number (e.g. 1.5), type this number into the 'find' field in the 'edit' menu above.

### **Shaded and un-shaded outcomes:**

Page 5 explains this. 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 is on page 7 and page 80 (copied below)

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 (other than to administer medication) is not advised. This will require careful planning at the initial interview stage. We have identified five learning outcomes where we anticipate there may be challenges and these are listed over the page with suggestions.

*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 Personal Tutor 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, this should ideally only take place for medicines administration outcomes and all other learning outcomes should 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 Personal Tutor.

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 (p25, 43, 62) or an INTERPROFESSIONAL LEARNING LOG (p23, 24,41,42,60,61).

**Please note: ONLY MENTORS WITH A QUALIFICATION IN THE MENTAL HEALTH 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: Page 94**

9.9 Use knowledge of applied anatomy, physiology, pathology and development to detect physical or psychological deterioration in the condition of:

- Children
- Young People
- People with Mental Health Problems
- People with Learning Disabilities
- Older People
- People with long term conditions e.g. dementia, schizophrenia

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 children who are in the family/may potentially visit the service user within the inpatient unit or currently lives with or visits them at their home. This assessment and part of the care plan will be based on the age of the family member and include their developmental level and any identified safeguarding needs.

#### **23.1: Page 110**

23.1 Identify suitable alternatives when isolation facilities are unavailable and principles have to be applied in alternative environments;

This learning outcome may need to be met through a brief presentation to the mentor of what situations would require isolation procedures and what local and national policy is available to support this care in the current setting.

### **29.1: Page 118**

29.1 Accurately record fluid balance and identify any signs of dehydration;

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.

### **32.1: Page 121**

32.1 Understand and apply knowledge of where intravenous fluids may be used for patients with a mental health problem, how they would be prescribed and administered according to local policy;

The key words here are 'understand', 'apply' and 'may'. This learning outcome can only be achieved through a discussion and questioning from the mentor. The student should investigate what types of clinical situations require IV fluids, what happens in mental health services when a patient needs IV fluids and be prepared to discuss/answer questions on what they would do as a registered nurse when faced with such a scenario in mental health nursing practice.

### **36.5 Page 127**

36.5 Demonstrate how they would manage anaphylaxis;

This should 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.