

Yateley PCN Learning Environment

Nursing students

Month	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	August
No.of students	6 Y2	6Y2	3 Y3 3 Y1	3 Y3 3 Y1	3 Y3	6 Y1	6 Y2	6 Y2	3 Y3 3 Y1	3 Y3 3 Y1 3 Y2	3Y3 3Y2	No students
No. of Practice Assessors	3	3	3	3	3	3	3	3	3	4	3	

Y1 = year one
Y2 = year two
Y3 = year three

The year 3 students would support the Year ones (with oversight from Practice Assessor)

Not enough clinic room space?

Is there a larger clinic room that could be split using screens? (another practice has split a larger clinic room into 3 bays overseen by one nurse)

1st year students

- Don't necessarily need clinic space - Can always be with a member of staff if no additional clinic space available
- Could do BP/ECG clinic etc if space available

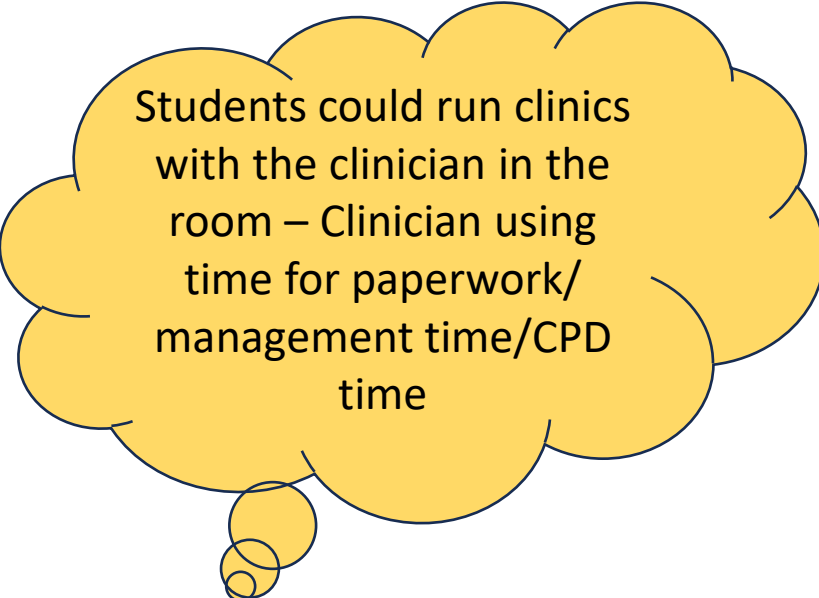
2nd year students – with GPNs two days a week

could run their own venepuncture/wound care clinics if space available

3rd year students – with GPNs two/three days a week

Would benefit from at least 2 sessions a week running their own clinics

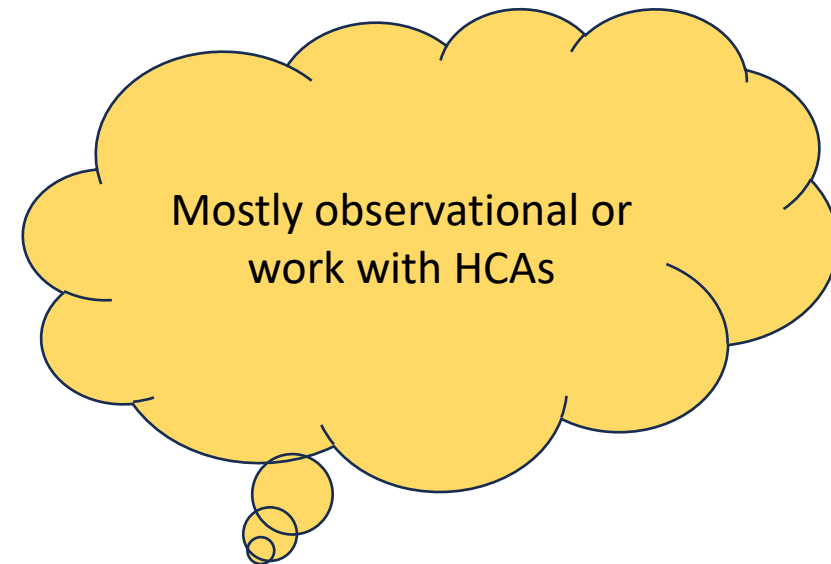
Would the space at the willows be suitable for some student led clinics?



Students could run clinics with the clinician in the room – Clinician using time for paperwork/management time/CPD time

Year 1 Nursing students – guided participation in care (Looked after by 3 yr students) – long arm Practice Assessed

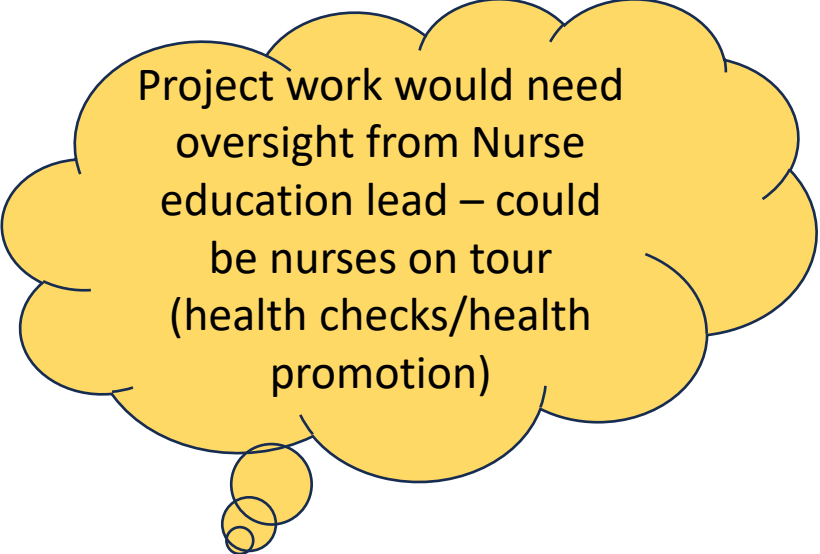
- Focus on communication skills & professional values
- Person centred care
- Infection control
- Observations
- ECGs
- Urinalysis/Specimen collection
- Time with non clinical team, social prescribers
- One day a week with Practice nurse
- Could include spoke into care home



Year 2 nursing students – Active participation in care, minimal guidance (confidence & competence increasing)

- Project work – 1 day a week (see slide 9 & 10 for ideas)
- Clinical Coaching one day a week (Wednesday)
- One day a week spoke (see slide 8)

- 2 days with GPNs - As year one plus
- End of life
- Care plans
- Wound care
- Nutritional assessment – Falls assessment (link with care home)
- Respiratory & cardiac assessment
- Diabetes
- Venepuncture – they love doing venepuncture clinics to perfect the skill



Project work would need oversight from Nurse education lead – could be nurses on tour (health checks/health promotion)

Suggested timetables

WEEK 1

DAY	PRACTICE AREA	CONTACT DETAILS
MONDAY	Time with nursing team	Project work
TUESDAY	DAY WITH PRACTICE MANAGER	
WEDNESDAY	Clinical Coaching	Frimley Training Hub
THURSDAY	Time with nursing team	
FRIDAY	Time with nursing team	

WEEK 2

DAY	PRACTICE AREA	CONTACT DETAILS
MONDAY	Time with nursing team	Project work
TUESDAY	DAY WITH RECEPTIONISTS	
WEDNESDAY	Clinical Coaching	Frimley Training Hub
THURSDAY	Time with nursing team	
FRIDAY	Time with nursing team	

WEEK 3

DAY	PRACTICE AREA	CONTACT DETAILS
MONDAY	Time with nursing team	Project work
TUESDAY	DAY WITH PARAMEDIC PRACTITIONER	
WEDNESDAY	Clinical Coaching	Frimley Training Hub
THURSDAY	Time with nursing team	
FRIDAY	Time with nursing team	

WEEK 4

DAY	PRACTICE AREA	CONTACT DETAILS
MONDAY	Time with nursing team	Project work
TUESDAY	DAY WITH SOCIAL PRESCRIBER	
WEDNESDAY	Clinical Coaching	Frimley Training Hub
THURSDAY	Time with nursing team	
FRIDAY	Time with nursing team	

WEEK 5

DAY	PRACTICE AREA	CONTACT DETAILS
MONDAY	Time with nursing team	Project work
TUESDAY	DAY WITH DISTRICT NURSING TEAM	
WEDNESDAY	Clinical Coaching	Frimley Training Hub
THURSDAY	Time with nursing team	
FRIDAY	Time with nursing team	

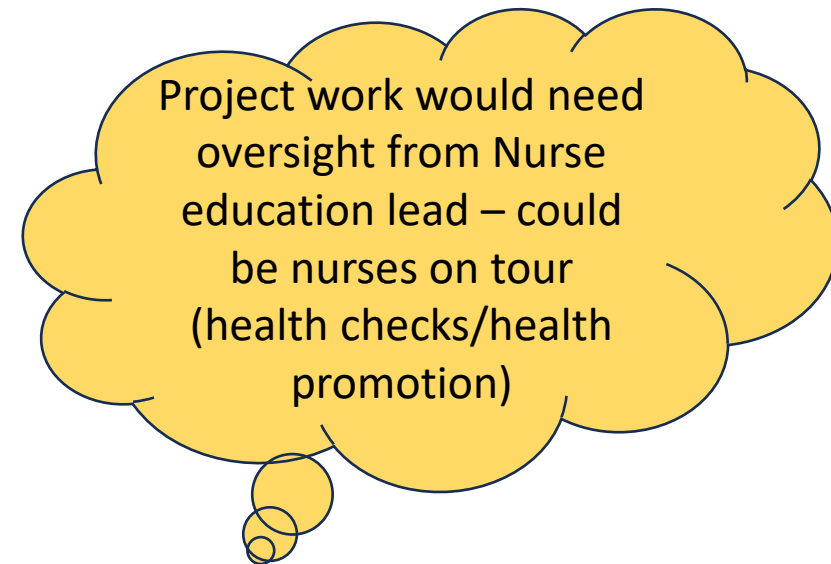
WEEK 6

DAY	PRACTICE AREA	CONTACT DETAILS
MONDAY	Time with nursing team	Project work
TUESDAY	DAY WITH FRAILTY CLINICIAN	
WEDNESDAY	Clinical Coaching	Frimley Training Hub
THURSDAY	Time with nursing team	
FRIDAY	Time with nursing team	

Year 3 nursing students– Practice independently with minimal supervision, leading and coordinating care

- Project work – one day a week
- Clinical coaching – one day a week

- As per Y1&2
- Capacity and Best interest
- Deterioration
- Referrals
- Coordinating care
- Develops leadership & decision making skills
- Difficult conversations
- Wound care
- Understanding bloods



Spoke opportunities (learning opportunities away from the treatment room/practice) (not exhaustive)

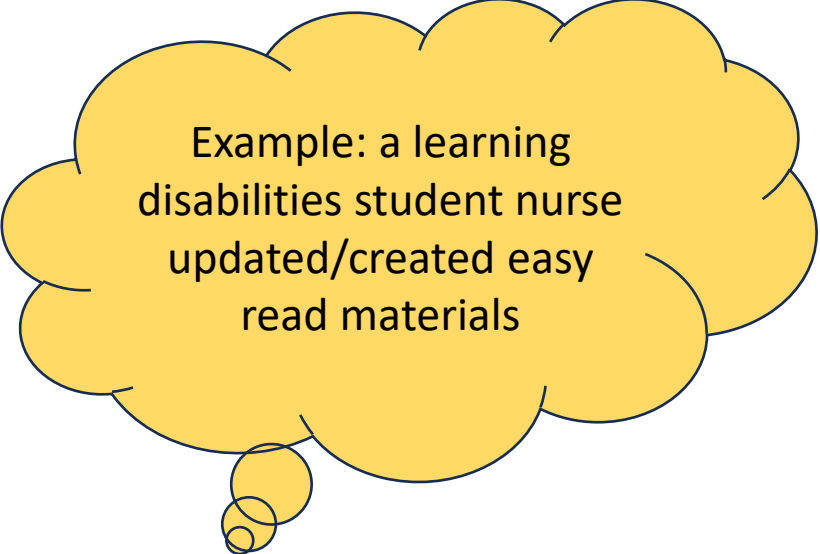
- Midwives
- Community nurses
- Podiatry
- Willow Gardens
- Community Pantry
- Daisy chain
- Patient participation groups

Quality improvement Projects (nursing students):

- Overdue smear audit
- Overdue child immunisations audit
- Adult immunisation audit – shingles/ pneumo.
- Patients in hosiery search and doppler dates. Yearly doppler for all in compression hosiery and readvise re well leg care. (can audit this also)
- Overdue Blood pressure checks – can search, call in and run clinic. Develop protocol for this including what to do if results out of range.
- Prediabetes- diagnosis/ education/ monitoring.
- An Audit on overprescribing and polypharmacy in patients with a HbA1C of less than 53
- Policy/protocol for non attender – INRs
- Long term conditions education sessions
- Scope of practice for different members of the nursing team (local enhanced services)

Patient education resources

- Women's health
- Male sexual health
- Diabetes
- Respiratory
- Frailty
- Bowel health
- Learning disabilities
- Resources files e.g. testicular checks



Example: a learning disabilities student nurse updated/created easy read materials



Netherend Surgery – 7,000 patients (hosted 40 nursing students over 3 years with 2 practice nurses and 2 HCAs)



PA students – Reading

- Year one x 6 students – 9 days placement over the academic year (£949.05 per student)
- October to Feb - Friday's – days to be negotiated with practice
- Mid March to Mid July – Monday or Tuesday - days to be negotiated with practice
- Year two – 18 days over the year (not Tuesday's) £1898.10 per student
- *Plus an extra standalone placement between 4-8 weeks (if they are considering role in primary care) – (£526 per week – we haven't added these to spreadsheet)*
- Develop history taking, examination and presentation skills

PA learning objectives (Y1)

- **Primary Care Team**

- Gain knowledge about the General Practice team – members and roles
- Gain knowledge about the wider Primary Care team – members, roles, referral
- Develop the ability to interact with and use the skills of the whole healthcare team

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- **Communication skills and professionalism**

- Develop the ability and gain experience of communicating effectively with a range of patients – age, sex, culture, LD, carers
- Start to appreciate the issues around the use of, professional, lay and family member interpreters and history givers in primary care consultations
- Start to develop triadic consultation skills – consultations with more than one informant
- Gain experience at presenting patients to health care professionals
- Gain an appreciation of the importance of working within limits of expertise; when to seek advice

PA learning objective (Y1)

- Gain knowledge and experience of the range of clinical presentations of common diseases
- Gain knowledge on the links between social and psychological factors and health
- **History Taking**
- Develop the ability to take an appropriate HPC for common presentations
- Develop the ability to collect other important elements from the PMH, DH, SH, FH and systems review relevant to the presenting complaint
- Develop the ability to recognise red flag symptoms and be able to elicit further supporting or refuting symptoms
- Develop the ability to obtain and use the ideas, concerns and expectations of patients in consultations
- **Examination**
- Develop their skills at taking the vital signs in adults and children (Temperature, Pulse, Blood Pressure, Respiratory Rate, Peripheral Oxygen Saturation)
- Start to recognise abnormal values
- Develop their skills at performing a focused examination appropriate to the history of the presenting complaint
- Start to recognise abnormal signs
- Start to recognise when to perform other near patient tests – urine, peak flow, BMI, ECG, spirometry
- Develop a knowledge of surrogate markers or methods of involving patients in the examination process when performing video or telephone consultations

Student Led project work

- **Vitamin b12 injection protocol for loading and maintenance treatments.**
- Osteoporosis management- DEXA follow up, monitoring bloods for Prolia
- **Testosterone replacement /injectable- monitoring – patient information leaflet**
- CKD- urine acr/ renal function monitoring.
- The Provision of FRAX® Scoring and DXA Scanning for Women with a Diagnosis of Premature Menopause
- An audit of gout patients on Allopurinol, consider annual urate level monitoring test.
- An audit on the offering of a statin to patients with CKD stage 3 and 4 in the primary care setting
- An audit on Dose adjustment of apixaban as per BNF: reduce dose to 2.5 mg twice daily in patients with at least two of the following characteristics: age 80 years and over, body-weight less than 61 kg, or serum creatinine 133 micromol/litre and over.

Paramedics – 1 week placement (3rd years – this is an observational placement, introducing them to primary care)

- 1. Observe and where possible participate under supervision, the assessment and planning of treatment for Primary Care patients
- 2. Investigate the treatment/ management / referral procedure within Primary Care.
- 3. Discuss patient continuing care and rehabilitation for patients within Primary Care / integrated urgent care.
- 4. Build an understanding of the multi-disciplinary nature required for the care of patients in the out of-hospital environment

Student tariff proposal (pre-reg nurses)

Based on our initial mapping the with around 6 learners at a time (2 per PA), the following would be generated:

P1 (stream A&B) £2382.84

P2 £3971.40

P3 (stream A&B) £3971.40

P4 £5559.96

P5 £6354.24

P6 £1985.70

P7 £4368.54

P8 £4368.54

Total number of students: 38

Total income (academic year) **£32,962.62**

PA - Student tariff

- Year one – 9 days - £949.05 per student
- Year two – 18 days £1898.10 per student
- *If Students interested in newly qualified Primary Care role – they can do additional placement weeks in primary care (£526 per week)*
- Number of students:
- Year one – 6 students - £5694.30
- Year two – 3 students - £5694.30

Total Tariff


- Nursing - **£32,962.62**
- PA - **£11,388.60**
- Paramedics – 12 week long placements - **£1,588.56**

- **Total - £45,939.78**



Example PCN education team

- 0.5 Administrator – to receive student allocations from Frimley Training Hub and map their placements, this will include identifying practice supervisor and Practice Assessor for each students nurse or practice educator for Pharmacy, Paramedic and Physician Associate students
 - 2 session a week for nurse education lead: to provide leadership and support student project work “nurses on tour” or other initiatives
 - GPN £25 per hour (4 hours per session)
 - PA supervisor – D/W Jennie/Jamie
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Outcomes for current funding: - £21,000

- Identify education lead & administrative support
 - Promote a positive education ethos across the PCN
 - Complete quality assurance paperwork
 - Develop and maintain a PCN educator data base
 - Identify PCN placement opportunities
 - Develop PCN induction framework
 - Develop PCN placement profile
 - Quarterly reporting to HEE on project
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Additional funding available £5,000 per project

<p>Joint PCN / care home placement pathway</p>	<p>Joint PCN / care home placement pathway The PCN and their local care home could work jointly to offer a learning pathway between the PCN, care home and local domiciliary care. A project idea could be to explore the nurse supervision / assessor aspect of this joint placement</p>
<p>First Contact Practitioner (FCP) supervision across a PCN</p>	<p>First Contact Practitioner (FCP) supervision across a PCN Creating FCP Roadmap supervision processes in the PCN, that use the knowledge and skills of the wider workforce as supervisors, thereby freeing up GP time. Please note this suggestion will receive support and guidance from the Primary Care School FCP Lead</p>
<p>Collaborative Learning in Practice (CLiP) supervision model across a PCN</p>	<p>Collaborative Learning in Practice (CLiP) supervision model across a PCN Explore the use of the CLiP supervision model in a PCN learning environment. This coaching style model has been designed to enhance student placement experience by allowing peer-to-peer support between students in different year groups, whilst ensuring that care during a placement is overseen by a practice supervisor / assessor but organised and delivered by the students.</p>