Daleview Student Information Pack
Dear

We are glad that you are able to join us and hope that your stay at Daleview is both informative and educational.

You will find that there are a great many opportunities available to you at Daleview so please take a few minutes to read through the information contained in this pack. We also recommend that you print out your own copy of NMC guidance on Professional Conduct for Nursing and Midwifery Students (2009) although a paper copy is held on Daleview for your reference if required.

Your first shift will commence at ______________ on the __________ of __________. Please give yourself plenty of time as parking can be an issue. On arrival you will be met by your Mentor and/or your Second mentor who will ensure that you are orientated to the ward environment.

We look forward to spending this time with you at Daleview. If we can do anything to improve your placement experience, please let us know by completing the evaluation form at the back of the pack.

Yours

Janet Williams
Senior Charge Nurse
Daleview
Janet.williams7@nhs.net
01383 565317
CONTENTS

1. Introduction to Daleview
2. Statement of Values
3. Staff Profile
4. Allocation of student to mentor
5. Role of mentor and team mentor approach
6. Role of practice education facilitator
7. Role of learning team facilitator
8. Daleview’s student resources and learning opportunities
9. Learning opportunities
10. Assessment Documentation and cap booklets
11. NES Quality standards for practice
12. Proficiency standards for pre registration nurse education
13. NMC Documentation and booklets
14. Government Documents
15. Student Evaluation
DALEVIEW

Lynebank Hospital

NHS Fife

Daleview is a 10 bedded regional low secure forensic unit jointly funded by NHS Borders, Forth Valley, Fife and Lothian. It is managed on behalf of these regions by NHS Fife. It is referred to as a forensic unit due to the fact that all who reside here have been involved in criminal activities and have come into contact with the police/ courts and legal systems as a result of this activity. The main sources of admission for Daleview are the courts, prisons and Scotland’s State Hospital.

The present client group require minimal assistance with self help skills, however, other contributing factors such as poor social skills, cognitive ability, mental health issues, social sexual difficulties and varying degrees of challenging behaviour lead to the men presenting with their own unique nursing requirements. This therefore necessitates the importance of a person centred approach to the treatment and care of each patient.

It should be stressed that inexperienced staff are never left to deal with difficult situations on their own. These should be led by experienced staff with the learner assisting or observing as appropriate. At all times staff new to this setting are actively encouraged to seek guidance from experienced staff if they are ever unsure. Learners will also be advised on the communication needs of the patients and further information can be accessed via the patient’s care plan.
DALEVIEW

Daleview is classed as a low secure unit and operates a locked door policy with each member of staff carrying a pass key. Each member of staff also carries a personal alarm for their added safety and security. The alarm system operates a backup system of staff support whereby staff teams from other wards within the hospital respond when the alarm system is activated. The alarm system is tested on a weekly basis to ensure its operational functionality.

Whilst Daleview is treated as a secure building, staff aim to develop a homely ethos through the maintenance of more informal relationships, whilst maintaining staff/patient boundaries within a custodial environment. While at Daleview students are supported and guided by trained staff to ensure this ethos is maintained.

Daleview aims to provide a safe, secure and comfortable environment with policies, procedures and guidelines designed to reflect this as far as practicable. Patient’s concerns, issues and requests are of great importance to the cultural ethos of Daleview and all are dealt with in a prompt and expedient manner.
The nursing team on Daleview are a highly dedicated and motivated team who strive to provide a high quality service. Continuity of care is promoted through the use of the named nurse system thus ensuring that care is planned and delivered on an individualised person centred basis. The nursing team works as part of the multidisciplinary team who meet on a weekly basis to plan and evaluate individual patients care and the management of the unit. Opportunities for the student nurse will be made available to them to meet and work with all the members of the forensic services multidisciplinary team.

A seamless service is provided between inpatient and community services. Designated members of the nursing team in Daleview also have a community nurse role within Fife forensic learning disability team. Students will therefore also have learning opportunities within this aspect of the forensic nursing services.
DALEVIEW

Daleview’ Philosophy of Care

• To deliver specialist care and rehabilitation in a safe and secure environment.

Daleview’s Guiding Principles

• Provide specialist rehabilitation to reduce risk
• Balance security and risk management
• Deliver evidence based clinical practice subject to legislative framework and policy
• The service will be evaluated and open to external scrutiny
• A holistic approach that values the hopes and aspirations of individuals, supports challenges and promotes and maintains respect
• Work in partnership with patients, carers and staff
Statement of Values

Philosophy of Values in Relation to the Educational Needs of the Student Nurse

The values of the ward’s philosophy are underpinned by the complex health and psychological needs of the client group these are achieved by balancing the demands and degree of risk that forensic clients pose. These values can be defined through health surveillance, health promotion, education, social inclusion and through clinical practice which is therapeutic and evidence based and utilises up to date clinical knowledge and skills.

We will endeavour to provide a learning environment that identifies individual students learning needs through agreed set goals, planning, implementation and evaluating learning through the achievement of those goals.

This will be achieved by:-

- Planned learning with aims and achievable outcomes, reflection and feedback that is meaningful and relevant to the needs of the learner.
- A supportive learning environment.
- A setting where educational opportunities are provided and maximised.
- A setting which stimulates challenges and provides effective learning.
- Learning in partnership
- Clear, and relevant, objectives and action plans to encourage learning with a sense of purpose within the context of Daleview.
- Supportive – providing support as well as challenge.
- Holistic – seeing the student as a person as well as a practitioner.
- Individualised – developing a personal development plan to respond to needs and wants.
- A climate of mutual respect and courtesy.
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Date of Qualification</th>
<th>Act as Mentor</th>
<th>Sign-Off Status</th>
<th>Qualifications gained</th>
<th>Qualifications being studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Williams</td>
<td>Senior Charge Nurse</td>
<td>1992</td>
<td>Yes</td>
<td>Yes</td>
<td>Specialist Practitioner</td>
<td>Forensic Mental Health</td>
</tr>
<tr>
<td>Morag Robertson</td>
<td>Senior Staff Nurse</td>
<td>1997</td>
<td>Yes</td>
<td>Yes</td>
<td>RNMH</td>
<td></td>
</tr>
<tr>
<td>Fraser Ross</td>
<td>Senior Staff Nurse</td>
<td>2001</td>
<td>Yes</td>
<td>Yes</td>
<td>RNLD</td>
<td>BA Nursing Studies</td>
</tr>
<tr>
<td>Wilma Burt</td>
<td>Senior Staff Nurse</td>
<td>2001</td>
<td>Yes</td>
<td>Yes</td>
<td>RMN BA</td>
<td></td>
</tr>
<tr>
<td>Stuart Batchelor</td>
<td>Senior Staff Nurse</td>
<td>1998</td>
<td>Yes</td>
<td>Yes</td>
<td>RNMH</td>
<td></td>
</tr>
<tr>
<td>Nancy Cochrane</td>
<td>Staff Nurse</td>
<td>1985</td>
<td>Yes</td>
<td>Yes</td>
<td>RNMH</td>
<td></td>
</tr>
<tr>
<td>Ronald McColl</td>
<td>Staff Nurse</td>
<td>1986</td>
<td>Yes</td>
<td>No</td>
<td>RNMH</td>
<td></td>
</tr>
<tr>
<td>Ann Greenall</td>
<td>Staff Nurse</td>
<td>2004</td>
<td>Yes</td>
<td>No</td>
<td>RNLD BA Hons</td>
<td></td>
</tr>
<tr>
<td>Sharlyn Taylor</td>
<td>Staff Nurse</td>
<td>2008</td>
<td>No</td>
<td>No</td>
<td>RMN BA</td>
<td>MSc Advanced Nursing Practitioner</td>
</tr>
<tr>
<td>Liam Christie</td>
<td>Staff Nurse</td>
<td>2005</td>
<td>Yes</td>
<td>No</td>
<td>RNLD</td>
<td></td>
</tr>
<tr>
<td>Kamal Sharma</td>
<td>Staff Nurse</td>
<td>2005</td>
<td>No</td>
<td>No</td>
<td>RNLD</td>
<td></td>
</tr>
<tr>
<td>Karen Orr</td>
<td>Staff Nurse</td>
<td>1985</td>
<td>No</td>
<td>No</td>
<td>SEN</td>
<td></td>
</tr>
<tr>
<td>Aileen Natrass</td>
<td>Enrolled Nurse</td>
<td>1971</td>
<td>No</td>
<td>No</td>
<td>SEN</td>
<td></td>
</tr>
<tr>
<td>Yvonne McLennan</td>
<td>Staff Nurse</td>
<td>2010</td>
<td>No</td>
<td>No</td>
<td>RNM</td>
<td></td>
</tr>
<tr>
<td>Scott Elvin</td>
<td>Staff Nurse</td>
<td>2003</td>
<td>Yes</td>
<td>Yes</td>
<td>RNM</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Date of Qualification</td>
<td>Act as Mentor</td>
<td>Sign off Status</td>
<td>Qualifications Gained</td>
<td>Qualifications being Studied</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
<td>-----------------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Amy Hutchison</td>
<td>Staff Nurse</td>
<td>2010</td>
<td>No</td>
<td>No</td>
<td>RMN BA</td>
<td></td>
</tr>
<tr>
<td>John McKechnie</td>
<td>Staff Nurse</td>
<td>2011</td>
<td>No</td>
<td>No</td>
<td>RMN BA</td>
<td></td>
</tr>
</tbody>
</table>
1. When notification is received from the university that a student has been assigned to Daleview Janet Williams, Senior Charge Nurse will discuss with the senior nursing team the most appropriate person to take on the role of mentor for the student in question. The student will be allocated a mentor who is RNLD or RMN, the students second mentor will usually be from the opposite branch of nursing. This enables the nurse to receive intensive support from both branches.

2. Once the mentor has been identified it is their responsibility to contact the student nurse by an introductory welcome letter enclosing a copy of the ward orientation/induction booklet and a list of the learning opportunities available for the student nurse at Daleview.

3. Prior to the student nurses arrival on the ward the student nurse will be expected to formulate a draft list of learning outcomes they wish to achieve at Daleview.

4. During the first week of their placement at Daleview the student nurse and their mentor will develop an action plan to meet their individual learning requirements in conjunction with the provided list. This will be formulated with due regard to required competencies provided by the university placement documentation.

The team approach to mentoring within Daleview aims to promote the professional and personal development of the student nurse.
THE TEAM APPROACH TO MENTORING

in line with their role expectations and the educational programme that they are undertaking. To achieve this aim mentorship planning must be carefully structured to meet the educational needs of the nurse.

Mentors within Daleview will:-

- Provide students with a professional role model
- Manage and facilitate the educational programme for their student nurse
- Liaise with and utilise the skills of other team members to meet the educational needs of their student.
- Ensure that all students are given an appropriate level of supervision throughout their placement.
- Provide the student with ongoing formative assessment of their performance in line with the outcomes/competencies they are expected to achieve.
- Provide the student with a written formative assessment at the midpoint of their placement and a written summative assessment at the end of their placement. Both will be completed in a timely manner.
- Identify learning opportunities for students within their own and associated practice placement areas.
- Engage in lifelong learning
- Evaluate their own mentorship activities
- Participate in the evaluation of their practice placement areas as an effective learning environment.

The role of the Practice Education Facilitator is to enhance the quality of the practice learning experience.
ROLE OF THE PRACTICE EDUCATION FACILITATOR

- Enhance and support the role of mentor within the practice placement area.
- Provide robust communication networks between practice placement areas and higher education institutions.
- Suggest strategies to enhance the practice placement learning environment.

Name: Angela Shepherd
Email: angelashepherd@nhs.net
Work phone: 01383 623623 ext 5387
Office location: Practice Development Office
Lynebank Hospital
Halbeath Road
Dunfermline
KY11 4UW
Areas Covered: Lynebank Hospital
PRACTICE EDUCATION FACILITATORS

Caledonian University

Name:
Email:
Work Phone:
Office Location:
Areas Covered:

Napier University

Name:
Email:
Work Phone:
Office Location:
Areas Covered:
ROLE OF THE LEARNING TEAM FACILITATOR

The role of the learning team facilitator is to facilitate the following:

- Provide effective communications between the educational establishment and the clinical area.
- Act as a support/educational resource for clinical staff mentor and assess student nurses.
- Ensure that all programme information and educational policies held in the clinical area are kept up to date.
- Introduce new educational procedures and policies to clinical staff and provide support while these are being implemented.
- Provide information to the clinical staff about relevant post registration and post graduate programmes being offered by the educational establishments.

The student nurse will have use of the hospital I.T suite via their mentor along with access to the ward PC. Students are directed to Fife I.T use policy which is
STUDENT ACCESS TO LEARNING RESOURCES AND OPPORTUNITIES

available on the ward for scrutiny. Internet access is available with restriction which should be observed.

The student nurse has access to the ward’s small library of pdf files and other resources which cover a variety of nursing topics. These resources are collected on an ongoing basis and as such are under constant review.

Access to the medical library at Lynebank can also be arranged via the students mentor.

A CDROM can be provided for the student which includes the following resources:-

A copy of this document

Useful web links such as:-

http://intranet.fife.scot.nhs.uk/

http://www.sign.ac.uk

http://www.nmc-uk.org/

The Knowledge Network: Scotland's source of knowledge for health and care

http://learningcentre.scot.nhs.uk/cmselib/vlc/index.ascp?referer=AAS&un=nousername

http://www.show.scot.nhs.uk/

Forensic Network - Scotland's Health on the Web

A selection of PDFs on topics such as learning disability, mental health and so on will also be made available.
STUDENT LEARNING OPPORTUNITIES

Learning Disability/ Forensic issues
- Socio-sexual issues
- Autistic spectrum disorder

Mental Health Issues
- Understanding of different mental health issues.

Admission and discharge process
- Referral procedures
- Admitting and welcoming new arrivals both planned and emergency
- Timely and supportive discharge
- Daleview Integrated Care Pathway
- Opportunity to visit Forensic projects within Fife

Assessment and Care Planning
- Person centred approaches to care planning
- Mental and physical well being
- Social and personal wellbeing
- Risk assessment and planning
- BEST Index

Provision of effective care and interventions
- Behaviour therapy
- Cognitive therapy
- Communication and social skills
- Speech and language therapy
- Occupational therapy
- Activity programme

Evaluation of care planning
- Service user involvement
- Multi disciplinary reviews
STUDENT LEARNING OPPORTUNITIES

Legal Issues
- Mental health care and treatment act (2003)
- Risk management
- Care programme approach
- Vulnerable Adults Support and Protection Act (2007)
- Adults with Incapacity Act (2000)

Meeting Physical health needs
- Health needs action plan and use of the health check document.
- Health needs assessment
- Access to health needs promotion advice in accessible format
- Access to a range of different physical activities
- Smoke free environment

Communication
- Provision of clear information in accessible formats
- Exploring barriers to communication

Provision of activities
- Access to person centred stimulating activities
- Tastes and capacities

Promotion of independence
- Personal care
- Life skills

Involvement of families/ carers
- Provision of information, support and advice to enable them to be effective partners in care.

Quality improvement
- Commitment to ongoing quality improvements
- Clinical governance – risk management, clinical effectiveness, CPD, research and development, PFPI
- Clinical effectiveness facilitator

Clinical Supervision/ Clinical Awareness
STUDENT LEARNING OPPORTUNITIES

Infection control issues
- Cleanliness champions
- Hand washing
- Sharps disposal
- Audits

Emergency Procedures
- Cardiac arrest
- Fire procedures
- Hospital Page System

Administration of medicines
- Regular medication
- As required medication (oral and I.M)
- Depot injections
- Use of Clozapine and tests required.
- Monitoring of High dose anti-psychotic medication

Management of violence and aggression and theories underpinning C.A.L.M services
- De- escalation techniques
- Physical interventions
- Recording and reporting
- Positive Behaviour Support

Multi disciplinary/ multi agency working
- Individual roles and responsibilities
The student nurses assessment documentation will comprise of the relevant documentation provided by the student nurse’s respective university. Mentors and second mentors will be cognisant to the requirements of the documentation and will have completed appropriate mentorship training.

The student nurse’s mentors will ensure that all documentation is completed in a timely fashion and that appropriate feedback is given to the student nurse.

Please refer to the appropriate university placement documentation file for all relevant student nurse placement documentation.
NMC Standards to support learning and assessment in practice:-

The Code:-

Standards for medicine management:-

Prep hand book:-

Standards for proficiency for pre registration nurses :-

Standards for specialist education and practice:-

Guidance for student nurses and midwives:-


Department of health (2007) SERVICES FOR PEOPLE WITH LEARNING DISABILITIES AND CHALLENGING BEHAVIOUR OR MENTAL HEALTH NEEDS (REVISED EDITION). London. PDF's\Services for people with learning disabilities and challenging behaviour or mental health needs report of a project group.pdf


GOVERNMENT DOCUMENTS


Scottish Executive (1999) If you don't ask you don't get. The Stationary Office, Edinburgh.


Scottish Executive (2005) EFFECTIVE SOCIAL WORK WITH OLDER PEOPLE. Scottish Executive Education Department, Edinburgh.


GOVERNMENT DOCUMENTS


WEB LINKS

Biomed: http://www.biomedcentral.com/bmcemergmed/
British medical Journal: http://www.bmj.com/
BNF: http://www.bnf.org/bnf/
Clinical Governance NHS Scotland: http://www.clinicalgovernance.scot.nhs.uk/
Science Direct: http://www.sciencedirect.com/
Sage Journals: http://online.sagepub.com/
IASSID: http://www.iassid.org/iassid/index.php
Human Anatomy Online: http://www.innerbody.com/htm/body.html
International League against Epilepsy: http://www.ilae-epilepsy.org/
Inter nurse: http://www.internurse.com/
Lancaster University Health Science: http://www.lancs.ac.uk/fass/ihr/research/learning/publications/challenging.htm
NHS Quality improvements Scotland: http://www.nhshealthquality.org/nhsqis/CCC_FIrstPage.jsp
NICE: http://www.nice.org.uk/
Learning Disabilities specialist NHS Library: http://www.library.nhs.uk/learningdisabilities/
Royal College of Psychiatrists: http://www.rcpsych.ac.uk/
Sign: http://www.sign.ac.uk/
Cochrane: http://www.cochrane.org/
Lancet: http://www.thelancet.com/journals/lancet/issue/current
Royal College of Physicians: http://www.rcpe.ac.uk/
Wiley: http://www3.interscience.wiley.com/cgi-bin/home?CRETRY=1&SRETRY=0
AIM

The induction package is designed to be used alongside the Student’s own booklet of learning outcomes and the jointly agreed action plan for the placement.

This will ensure that all learning experiences and resources are utilised to their optimum level providing the Student with accurate knowledge, promoting skills and enhancing professional development appropriate to their stage of training.

It will also allow for Mentor/Second mentor to be clearly identified at the outset of placement, and any specific learning needs to be discussed and suitable action taken, thus establishing a positive learning environment for the Student, the Staff Team and effective support for the Clients.

Throughout the list of competencies there are places for both the Student Nurse and Mentor to sign and date. You are both signing to say you have discussed them and feel confident in carrying out the competencies listed.

At the end of the checklist there is an opportunity for you to identify areas of need you feel you have and develop action plans to meet these.

Name: _______________________________________

Mentor:_______________________________________

Senior Charge Nurse:___________________________

Agreed frequency of meetings with Mentor _____________________
MENTORSHIP PROGRAMME

AIM
The mentor will act as a facilitator in the promotion of learning, by creating a partnership with an allocated student.

OBJECTIVES
1. The mentor will demonstrate an interest in the mentorship programme.
2. The mentor will demonstrate an ability to communicate effectively with the student, patients, relatives and the multidisciplinary team.
3. The mentor will possess an up-to-date knowledge of nursing practice and management appropriate to his/her designated clinical area.
4. The mentor will assess the practical and theoretical learning needs of the student.
5. The mentor will correlate theory with practice at the student’s level of training.
6. The mentor will assist the student in setting realistic goals for the development of attitudes, skills and knowledge identified in the learning outcomes. Learning contract.
7. The mentor will recognise learning opportunities and be able to select appropriate teaching methods to maximise the student’s learning.
8. The mentor agrees with the student a plan for the achievement of goals and clinical objectives within the first week of placement.
9. The mentor will monitor and discuss with the student his/her progress in achieving the student’s goals and learning outcomes.
10. The mentor will, within the framework of the ward guidelines, be responsible for the total care of allocated patients.
11. The mentor will involve the student in decision making on delivery of patient care and from such discussions, assess the student’s progress, competency and objectivity.
12. The mentor will invite student’s suggestions, ideas and comments on the delivery of patient care.
13. The mentor will ensure that time is available for formal and informal counselling of the student.
14. The mentor will if he/she deems it necessary delegate teaching sessions and/or clinical assessment of his/her student to other suitable qualified members of staff.
# Programme of Learning

## Daleview Student Experience

### Week 1 Induction/Orientation

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Time Required</th>
<th>Resources Required</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1. Welcome to Daleview</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to mentor (within 48 hrs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Team approach to Mentoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shift patterns/ Off Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dress Code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reporting of Sickness/ Absence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unit Guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to available learning opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop action plan for placement (within 48hrs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2. Orientation to Daleview</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Layout of Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Location of equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify location of key national and local policies/ procedures and NMC documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manual handling policy and procedure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Programme of Learning

#### Daleview Student Experience

##### Week 1 Induction/Orientation

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Time Required</th>
<th>Resources Required</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily management folder</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Emergency Procedures

- Fire procedures
- Cardiac Arrest
- Emergency Bleep System
- Alarm system and special considerations for safety

#### 4. Lines of Communication

- Staff roles and responsibilities
- Introduction to SCN/CN nurses
- Hospital Management
- Outline of Forensic Learning Disability Services

#### 5. Philosophy of Care/ Guiding Principles

- Learning Disability Service
- Daleview
### Programme of Learning

#### Daleview Student Experience

**Week 1 Induction/Orientation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Time Required</th>
<th>Resources Required</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>6. Multidisciplinary/ Multi-agency Working</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Introduction to members of the MDT&lt;br&gt;- Consultant Psychiatrist&lt;br&gt;- Social Worker&lt;br&gt;- Speech and Language Therapist&lt;br&gt;- Occupational Therapist&lt;br&gt;- Pharmacist&lt;br&gt;- Activities Co-ordinator&lt;br&gt;- Psychologist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Introduction to Forensic Learning Disability Managed Care Network</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Programme of Learning  
Daleview Student Experience  
Week 2 Learning Opportunities

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Time required</th>
<th>Resources Required</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Introduction to Forensic Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Matrix of Security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relational Security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care Standards for Low Secure Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Risk Assessment/ Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clinical Risk Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organisational Risk Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Environmental Risk Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monitoring Agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Nursing Documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessment (Roper, Logan &amp; Tieney) (BEST Index)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care planning/ Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Integrated Care Pathway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Admission/ Discharge Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Programme of Learning
### Daleview Student Experience
#### Week 2 Learning Opportunities

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Time Required</th>
<th>Resources Required</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. Communication Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effective Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Barriers to Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Accessible information/ resources (G.I.F.T)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Programme of Learning
### Daleview Student Experience

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Time Required</th>
<th>Resources Required</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Legal Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mental Health (Care and Treatment) (Scotland) Act 2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Principles of the above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mental Health Tribunal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care Programme Approach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Restricted Patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Management of Violence and Aggression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Policies and Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Approaches for the actual management of violence and aggression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• De-escalation techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Incident reporting/support/review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Positive Behavioural Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Administration of Medicines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Code of Practice on Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Regular/ routine administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• As required medication/ rapid tranquilisation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Intramuscular injections/ depots</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Programme of Learning
### Daleview Student Experience
#### Week 3 Learning Opportunities

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Time Required</th>
<th>Resources Required</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. Person Centred Approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attitudes and emotions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Equality and Diversity issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spirituality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Patient journeys</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We hope you found the information in this pack useful to you during your time at Daleview. If you feel that there is anything that could improve your placement experience at Daleview please let us know.
STUDENT NURSE/MIDWIFE PLACEMENT EVALUATION

PRACTICE PLACEMENT

DATE

STUDENT STAGE OF TRAINING

1. Did you access any information about the placement and the learning opportunities offered before you commenced this placement?
   YES  NO

   If yes, how did you do this? ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………

2. Was this placement appropriate to your learning needs?
   YES  NO

   If not, please explain ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………

3. Did you have access to the Quality Standards for Practice Placements (NES 2008)?
   …………………

4. What aspects of this placement did you enjoy?

   Staff attitude
   Knowledgeable staff
   Learning Environment Placement Leadership
   Learning Opportunities

   Please comment……………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………………………………………


5. What aspects of this placement did you least enjoy?

Staff attitude
Lack of knowledgeable staff
Learning Environment Placement Leadership
Learning Opportunities

Please comment…………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

STUDENT NURSE/MIDWIFE PLACEMENT EVALUATION

6. Were you orientated to the clinical area as per the guide in your CAP booklet?

YES                                                             NO

Within which timescale was this done?

24 HRS                   48HRS                         1 WEEK                               LONGER

7. Did the staff welcome you as part of the team?

YES                                                                NO

Please comment ………………………………………………………………………………………..
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

8. Were you supported by a named mentor responsible for your assessment?

YES                                                                 NO

9. Were you supervised directly and/or indirectly by a mentor for at least 40% of the placement?

YES                                                                 NO

10. Were you provided with a team approach regarding your mentoring?

YES                     NO
11. If you had any concerns, were you able to raise these with your mentor or any other members of the team?

YES

NO

Please explain …………………………………………………………………………………………….
………………………………………………………………………………………………………….
………………………………………………………………………………………………………….

12. In your opinion, did you receive a fair and timely assessment including:

Midway/Interim Assessment

Final Assessment

13. Did you receive progressive feedback during your placement?

YES

NO

14. Please give any other comments that you regard relevant to your learning experience

………………………………………………………………………………………………………….
………………………………………………………………………………………………………….
………………………………………………………………………………………………………….

Please return to:
Your mentor or the Practice Education Facilitator for this placement.