**Rheumatology department**

**Student placement booklet**



## Welcome to the Rheumatology Department here at Bolton One.

We hope that you enjoy your placement with us

This pack has been devised as an induction to the team and as part of the Elective Care Division Rheumatology team

We welcome any suggestions and ask that you complete an evaluation form on your return to University that critically evaluates your placement experience with us

On day one of your placement you will be allocated a Mentor and you will be expected to work with them on a shift rota to ensure you have maximum learning throughout your time with us, in the event of Annual Leave you will have an associate mentor allocated.

Your mentor for this placement is------------

Our roles as mentors is to facilitate Learning opportunities however whilst on placement with us, attending university to finish assignments will not permitted, it will be the discretion of your mentor to allocate study time.

**Meet the Team**

**Advanced Rheumatology Practitioners:**

Mr Robin Hunter  
Mrs Jan Haworth

**Rheumatology Specialist Nurses:**

Mrs Catherine Potts  
Mrs Rachel War

**Rheumatology Pharmacists:**  
Laura Bromilow  
Anthony Robinson

**Matron:**  
Julie Pilkington

**Nursing Team**

Sister Ann Young

Sheenah Bonner Rn (infusion nurse)

**Office Manager:**  
Mrs Paula Mays

**Consultants for Rheumatology:**

Dr Anindita Paul  
Dr Sreekanth Vasireddy  
Dr Surabhi Wig

The team moved to Bolton One from lever chambers in 2012

We cover the whole of the Bolton area and occasionally out of area patients.

**Working Hours: -** 08:30hrs – 17:30hrs Monday to Friday

Closed Bank Holidays

**Shift Pattern: -** 08:30hrs – 1700hrs, 08.30-13.30hrs

08.30hrs-17.30hrs

**How we receive referrals**

General practitioners

Hospital Doctors

## General Information

**Fire Safety**

There are adequate Fire Extinguisher’s around the building as part of your Induction your mentor will point them out to you however it is your responsibility to familiarise yourself with the location of them.

The fire assembly point is outside on the main car-park

Whenever you go out on a visit please ensure that you sign in and out on the signing in / out sheet and if you do need to leave the building please let the Clinician of the day know where you are.

Please leave a contact number in the student Folder should we need to contact you within working hours.

**Telephone Numbers**

01204 462738 and 01204 467261 although after 5’oclock it may go to answer phone if everyone is out of the building therefore please **leave a clear and concise message leaving you name and contact number.**

**Sickness**

* Refer to your university or colleges sickness policy.
* Also please contact our office manager Paula Mays if you are unable to attend for your shift.

**Our aims**

We aim to provide you with an optimum learning environment that creates and develops opportunities to identify and undertake experiences to meet your learning needs

By facilitating effective learning we can promote personal, professional and academic development and support lifelong learning

We provide evidence based care of a high standard to all our patients and give support to their families when required.

We carry out both holistic assessments for present and future care needs and plan appropriate intervention to maintain patients’ independence within the community setting.

**What you can expect from us:-**

You will receive an induction into the team to ensure that you are familiar with the environment

You will discuss your learning needs and outcomes with your Mentor at the beginning of the placement with the Rheumatology Team

Your Mentor will assess your performance against course learning outcomes and provide feedback to facilitate future learning

We listen to your feedback about your placement and will respond to any issues raised

**What we expect from you:-**

To arrive on time

Ensure your mentor is aware of your learning outcomes for this placement

To be professional at all times and to maintain and respect confidentiality all times

To dress in accordance with both university and Bolton Foundation Trust uniform policy, a copy of this is on the trust Intranet. Salford Students policy will be different to Bolton, please check with your university for this

Inform the Clinician of the day or other team member if you are unwell and are

unable to attend for duty and on return you will have a return to practice meeting with your mentor and you will need to inform your university of your return date

Most importantly of all to ask questions!!

In order to help us with learning we ask you to complete the Student Profile document which is included in this pack, this will help us to provide a learning package that is individually tailored to meet your needs in accordance with the learning outcomes set by your university.

**Assessment of new patients**

This is completed by the Consultants.

Who will discuss with the patient the best form of treatment for them?

**Drugs and Medication**

Familiarise yourself with the community drugs administration policy

Liaise with the Community Pharmacist

Participate under supervision in the administration of medication s/c Depo injections. Participate in the documentation and recording of medication.

**Aseptic Non Touch Technique (ANTT)**

Familiarise yourself with the above trust policy

Participate in the above technique in the patients’ own environment in accordance with the Trust Policy

**Resource Management**

**Self ­­- Management** – Students are required to adhere to the NMC Code of Professional Conduct and Ethics (2008) at all times and recognise their own abilities and Limitations

**Organisational Skills**- understand the importance of delegating duties to others were appropriate.

**Team nursing**- contributes towards practicing in a fair and anti-discriminatory way.

**Learning and Education**- to be aware of how access other resources and learning facilities and participate in these where appropriate.

**Provision of Equipment**

* Familiarise yourself with the Trust policy and Assessment process and policy.
* Participate in the Provision of equipment and under supervision the assessing of patient using it.
* Participate under supervision in the Risk Assessment of the equipment provided
* Actively re order equipment to replenish stock levels using the appropriate documentation and ordering process.

**SPOKE PLACEMENTS**

You will be encouraged to spend time with other members of the Rheumatology team. This will assist you in your learning needs and will help you to gain a better understanding of their role in community care and how their role applies to providing essential effective community care; this will be discussed with your mentor.

The list below can be used as guidance:-

**In House:-**

* Clinician of the day
* Clerical staff
* Specialist nursing staff
* Pharmacists
* Health care assistants
* Specialist Registrars
* Occupational Therapists
* Physiotherapists

**Other Teams within the Elective care division**

* Occupational Therapist
* Physiotherapists
* Orthopaedics
* Infusion nurse who is mainly based at the Royal Bolton Hospital.

**Duties include:**

* Calling patients to be monitored
* BP Pulse Height and weight.
* Taking notes into clinician’s.
* Chaperoning
* Venepuncture
* Stock taking
* Collection notes
* Liaising with other MDT
* Re-stocking rooms.
* Labelling bloods entering into blood book
* Keeping areas clean at all times.
* Attending all training keeping yourself up to date



**Achieving excellence in learning and care...**

**Placement Charter**

This Charter demonstrates the Placement’s commitment to provide a safe and high quality learning environment for all learners to prepare them for their future roles working collaboratively in multi-professional teams. The ‘Placement Pledges’ and the ‘Rights, Roles and Responsibilities of learners’ instil the values embedded within the NHS Constitution (DH 2013) and Health Education England’s NHS Education Outcomes Framework (DH 2012).

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| **Placement Pledges** | **Rights, Roles and Responsibilities of learners** |
| Ensure all learners are welcomed, valued and provided with an inclusive, safe, stimulating and supportive learning experience. | Prepare adequately for the placement, including contact with the placement in advance. Disclose any health or learning needs that may impact on the placement, or the achievement of learning outcomes. |
| Promote a healthy and ‘just’ workplace culture built on openness and accountability, encouraging all learners to raise any concerns they may have about poor practice or ‘risk’, including unacceptable behaviours and attitudes they observe at the earliest reasonable opportunity. Respond appropriately when concerns are raised. | Raise any serious concerns about poor practice or ‘risk’, including unacceptable behaviours and attitudes observed at the earliest opportunity. Be clear who to report any concerns to in order to ensure that high quality, safe care to patients /service users and carers is delivered by all staff. |
| Provide all learners with a named and appropriately qualified / suitably prepared mentor / placement educator to supervise support and assess all learners during their placement experience | Actively engage as an independent learner, discuss learning outcomes with an identified named mentor / placement educator, and maximise all available learning opportunities. |
| Provide role modelling and leadership in learning and working, including the demonstration of core NHS ‘values and behaviours’ of care and compassion, equality, respect and dignity, promoting and fostering those values in others. | Observe effective leadership behaviour of healthcare workers, and learn the required NHS ‘values and behaviours’ of care and compassion, equality, respect and dignity, promoting and fostering those values in others. |
| **Placement Pledges** | **Rights, Roles and Responsibilities of learners** |
| Facilitate a learner’s development, including respect for diversity of culture and values around collaborative planning, prioritisation and delivery of care, with the learner as an integral part of the multi-disciplinary team. | Be proactive and willing to learn with, from and about other professions, other learners and with service users and carers in the placement. Demonstrate respect for diversity of culture and values, learning and working as part of the multi-disciplinary team. |
| Facilitate breadth of experience and inter-professional learning in placements, structured with the patient, service user and carer at the centre of care delivery, e.g. patient care pathways and commissioning frameworks. | Maximise the opportunity to experience the delivery of care in a variety of practice settings, and seek opportunities to learn with and from patients, service users and carers. |
| Adopt a flexible approach, utilising generic models of learner support, information, guidance, feedback and assessment across the placement circuit in order to support the achievement of placement learning outcomes for all learners. | Ensure effective use of available support, information and guidance, reflect on all learning experiences, including feedback given, and be open and willing to change and develop on a personal and professional level. |
| Offer a learning infrastructure and resources to meet the needs of all learners, ensuring that all staff who supervise learners undertake their responsibilities with the due care and diligence expected by their respective professional and regulatory body and organisation | Comply with placement policies, guidelines and procedures, and uphold the standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations. |
| Respond to feedback from all learners on the quality of the placement experience to make improvements for all learners. | Evaluate the placement to inform realistic improvements, ensuring that informal and formal feedback is provided in an open and constructive manner. |
| • ‘Learner’ refers to all health, education and social care students, trainees, hosted learners.  • ‘Placement’ relates to all learning environments / work based learning experiences.  • ‘Mentor’/ ‘placement educator’ relates to all trainers / supervisors / coordinators appropriately qualified / suitably prepared to support learners.  • ‘Professional and regulatory body and organisation’ relates to standards required to ensure patient and public safety, and professional behaviours. | | |