

**Brighton and Sussex University Hospitals NHS Trust** 

# **Developing nursing practice** through Work Based Learning

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#### Aim

To evaluate an HIV work based learning (WBL) module with regard to the development of nursing skills and practice.

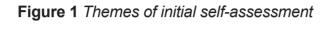
### Background

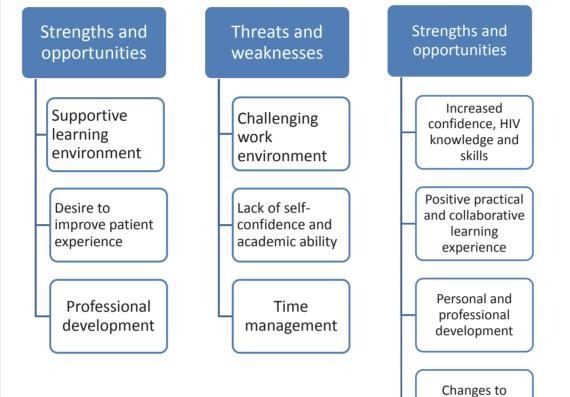
The evolving needs of HIV patients requires ongoing specialist HIV nurse training<sup>1</sup>. This presents both workplace and financial challenges to deliver. To address local educational needs, a tailored HIV work based learning module was developed for nurses based on Level 3 skills of the National HIV Nursing Competencies<sup>2</sup>.

WBL is coined as 'Learning for work, learning at work and learning through work<sup>3</sup> and is part of a governmental drive to provide value for money training that meets the educational needs of both the practioner and the service<sup>4</sup>.

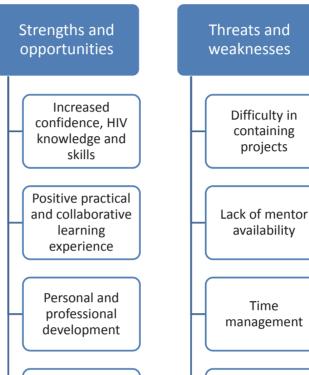
#### **Results**

The thematic analysis pre and post course is shown in Figure 1 and 2 and demonstrates that students were able to build on their strengths and were realistic about potential barriers.





There were a number of significant changes in nursing care delivery as a result of the chosen learning outcomes from the five students of the 2015 cohort (See Figure 3).



nursing practice

and patient care

Figure 2 Themes of final reflective summary

Competing priorities

Difficulty in

containing

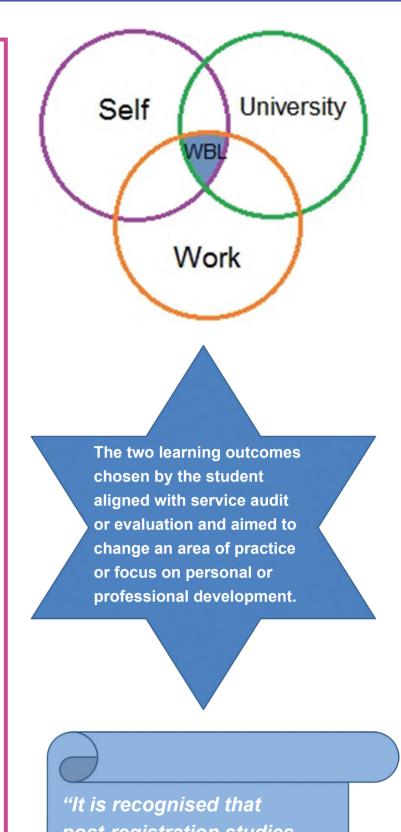
projects

availability

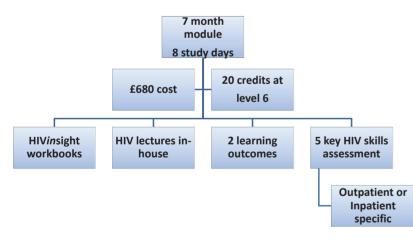
Time

management

Introduced a communication tool between medics and nurses to improve patient outcomes during emergencies. New emergency clinic guidelines drawn up



In 2014, a seven month 20 credit level 6 module was co-designed by the University of Brighton and senior HIV nurses at Brighton and Sussex University Hospital Trust.



## **Methods**

Five students who successfully completed the WBL module in 2015 shared personal reflections of their overall experience. A thematic analysis was undertaken comparing the learner's initial selfassessment and their final reflective summary.

Changes in service delivery were then collated. In addition, a survey on staff learning experience and development was undertaken using an online service.

#### References

1. National HIV Nurses Association. Advanced Nursing Practice in HIV Care. 2016. London: National HIV Nurses Association1 National HIV Nurses Association. 2013. National HIV Nursing Competencies 2013. London: National HIV Nurses Association2. Boud, D & N Solomon.2001. Work-based Learning- A New Higher Education? Oxford University Press 4-73. Ramage, C. 2014. Learning to learn through university accredited work-based learning: a threshold Conception. Journal of Workplace Learning. 26;8; 488 - 5104 .National HIV Nurses Association. HIVinsight. http://www.hivinsight. co.uk5. Seagrave et al. 1996. Learning in small companies. Educational Policy and Development. University of Stirling: Stirling6.

#### Figure 3 Changes in nursing practice

Reorganisation of emergency clinic Patient information leaflet for Newfill service Redesign of Annual Health Check **Review of New Patient pathway** Development of Women's Clinic

MDT staff information leaflet on re-feeding syndrome

and agreed by the MDT.

Patient leaflet on Newfill dermal filler for facial lipoatrophy. Includes pathology, treatment and what to expect for a new service user.

Survey and audit of clinic AHC to create local standards according to BHIVA guidelines. Tailored educational programme to support AHC delivery. 2017 presentation at AHC meeting on local AHC development.

Documentation for new and transfer patients were updated and implemented to reflect current trends such as drug and alcohol use.

Patient questionnaire, audit and planning meetings which has led to a bi-monthly women only MDT HIV clinic that includes contraception, cervical screening and social support. A poster was presented at BASHH 2016.

Nurse training presentation on re-feeding syndrome and handover form for kitchen staff to use alongside the ward MDT.

The staff survey identified that 80% of respondents felt the WBL module contributed to their professional development with 60% confident it helped their career choices. 80% were aware that practice had been changed in their area as an outcome of their learning outcomes. Even though 100% would recommend a HIV WBL course to a colleague, advice on how to manage time and expectations of colleagues would be given.

## Conclusion

This small-scale evaluation has demonstrated that a bespoke WBL module has increased HIV specialist nursing skills and made a contribution to improving patient care through nurse – initiated changes in practice. Ensuring mentor support and appropriate learning environments need to be considered for the success of future cohorts.

Special thanks to the 2015 cohort WBL students for sharing their experiences

post-registration studies can be challenging for those holding significant workplace responsibilities. The additional challenge of producing independent projects as in this case is not to be underestimated and as such the students (and team) are to be congratulated on the quality of work presented. Students had provided excellent evidence of achievement via comprehensive and diverse portfolio entries. The application of learning to practice was explicit in all cases with their study activity directly inspired by and related to enhancing practice performance"

**University of Brighton 2015 External Examiner feedback**