

A VIRTUAL PLACEMENT - AN INNOVATIVE INITIATIVE DURING A GLOBAL PANDEMIC

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AIMS OF PRESENTATION

- To describe the innovation, justify the approach used and provide feedback from students and Academic Assessors about the challenges faced and the opportunities achieved.



BACKGROUND

- A COVID 19 Emergency placement developed from a validated 'locality placement' for all Year 1 nursing students removed from practice in March 2020 and for Year 2/3 students who opted out of NMC Emergency Standard March 2020.

Placement Aims-

- The aim of this locality placement was for students to gain an understanding of the challenges that face individuals, families and groups in their achievement of health and well-being while living with the Covid-19 pandemic.

Practice objectives:

- 1. Students to undertake an assessment and identification of biopsychosocial and environmental stressors impacting the community and present their findings in a group report. The community as Partner Model and Windshield survey were used as the frameworks to guide their practice (Anderson and McFarlane 2015)
- 2. Develop a community diagnosis of the issues
- 3. Consider the impact of Covid-19 on the health and wellbeing within the students defined community



ORGANISATION

- Students worked in small virtual groups of 4 – 6 over 4 weeks
- An on-line lecture, student guide and reports of previous student's work were made available on BU's virtual learning platform
- Academic Assessors facilitated this placement including x2 virtual group tutorials and marking the final report
- Report generated with no specific word limit for the assessment but 1,000 words for the identification of the community health and social wellbeing diagnosis and key issues.
- Pass/Refer
- Mental Health and CYP programmes offered to sign off 4 practice competencies with evidence within the report in conjunction with 150 practice hours
- Adult nursing awarded 150 practice hours



AN
EXAMPLE OF
STUDENT
GROUP
REPORT VIA
QR CODE

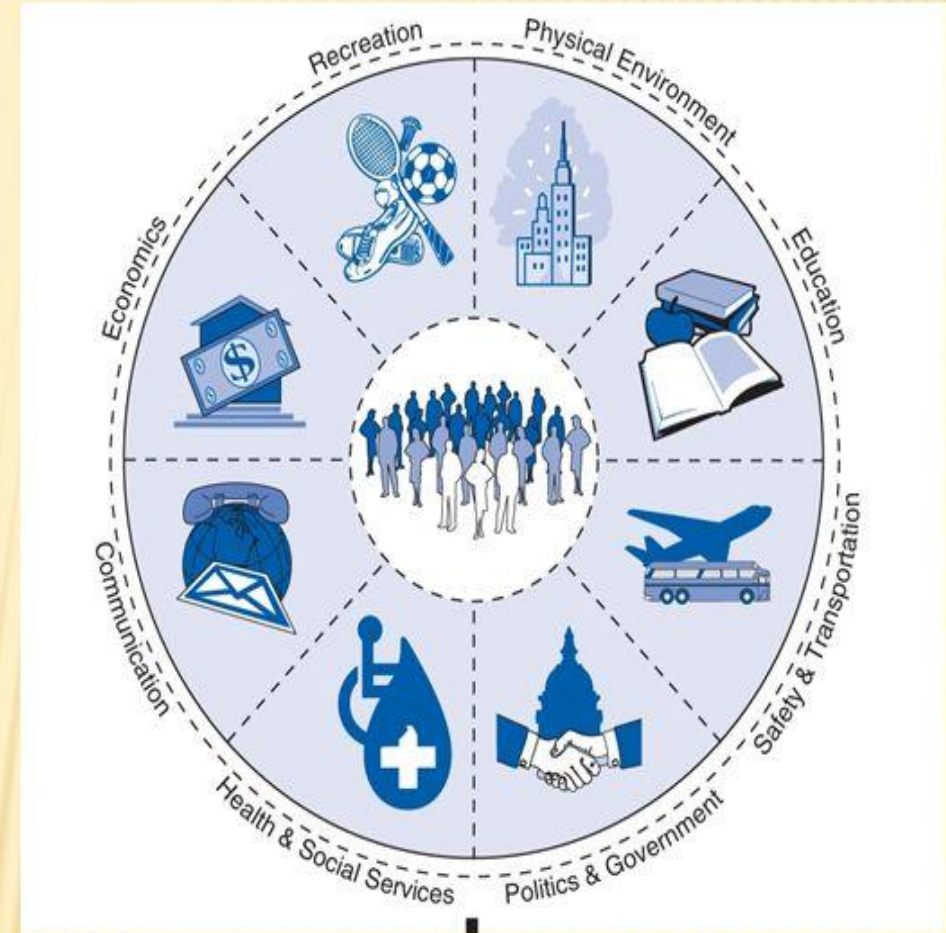


ANDERSON AND MCFARLANE'S (2015) COMMUNITY ASSESSMENT WHEEL

Students organised
information into 3 sections:

- Community Core Elements
- Community Subsystems
- Community Perceptions

The Community-as-Partner Model begins with assessment. The concept of assessment is represented by the 'assessment wheel'. The center of the wheel is the community core. This represents the people of the community. The areas surrounding the community core are the eight subsystems of the community.



COMMUNITY ASSESSMENT WHEEL

COMMUNITY SUBSYSTEMS

EXAMPLE OF
TABLE STUDENTS
USED TO ASSESS
THEIR CHOSEN
LOCALITY WITHIN
THE COVID 19
PANDEMIC

<p>5. Politics and Government—Are there signs of political activity (e.g., posters, meetings)? What party affiliation predominates? What is the government jurisdiction of the community (e.g., elected mayor, city council with single member districts)? Are people involved in decision making in their local governmental unit?</p>	
<p>6. Communication—Are there “common areas” where people gather? What newspapers do you see in the stands? Do people have TVs and radios? What do they watch/listen to? What are the formal and informal means of communications?</p>	
<p>7. Education—Are there schools in the area? How do they look? Are there libraries? Is there a local board of education? How does it function? What is the reputation of the school(s)? What are major educational issues? What are the dropout rates? Are there extracurricular activities available? Are they used? Is there a school health service? A school nurse?</p>	
<p>8. Recreation—Where do children play? What are the major forms of recreation? Who participates? What facilities for recreation do you see?</p>	

III. Perceptions

1. The residents—How do people feel about the community? What do they identify as its strengths? Problems? Ask several people from different groups (e.g., old, young, field worker, factory worker, professional, minister, housewife) and keep track of who gives what answer.

2. Your perceptions—General statements about the “health” of this community. What are its strengths? What problems or potential problems can you identify?

COMMUNITY PERCEPTIONS SUBSYSTEMS
EXAMPLE OF TABLE STUDENTS USED TO
ASSESS THEIR CHOSEN LOCALITY WITHIN
THE COVID 19 PANDEMIC

EXAMPLES OF COMMUNITY DIAGNOSES

- Homelessness
- Lack of local public transport
- Lack of services for young people
- Poverty
- Lack of socialisation for the elderly
- High alcohol/drug use
- Increased use of the food bank
- Loss of local magazine
- Unemployment
- High number of older people



Examples of community themes students identified

- **Homelessness**
- **Lack of local public transport**
- **Lack of services for young people**
- **Poverty**
- **Lack of socialisation for the elderly**
- **High alcohol/drug use**
- **Increased use of the food bank**
- **Loss of local magazine**
- **Unemployment**
- **High number of older people**



There is much to be gained from completing this placement

Wider thinking about a communities' needs gets you thinking holistically about providing healthcare and meeting needs

It served as a good way to highlight gaps in services and the difficulties local people may experience when trying to access these services

This placement made me aware of all the resources out there for patients and their families-this will improve the care both as inpatient and on discharge

Student Evaluation



I have learned, health is influence by various factors and thus to provide effective and person centred care

you were able to see how an individual's mental health can be affected by their surroundings, such as environment and community

Was a good way of learning about the community which you normally wouldn't take into account. I have learnt a lot and should be part of the course in year one

This opened my eyes to understanding the healthcare needs and services in my area

This placement was surprisingly great!

I wasn't overly excited for this placement but it was actually interesting and helped me learn about care in my local area.

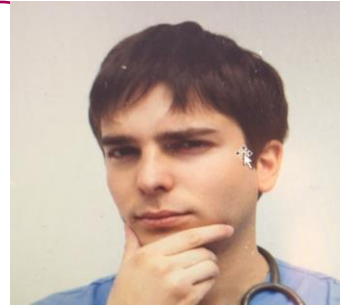
It was difficult to gain experience with patients when you are at home

We had to manage our time independently. From this I have created a study schedule for next year.

Was difficult to identify the relevant to practice at first

I missed the lack of direct patient contact

Alternative student evaluation



Not being able to go out into the community and speak face to face gave us a restricted view of how it felt to live in the area as all our information was taken via telephone or internet

A placement that would have been better face to face

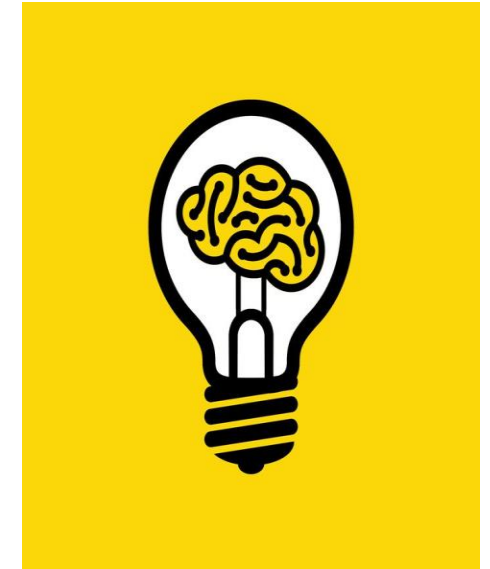
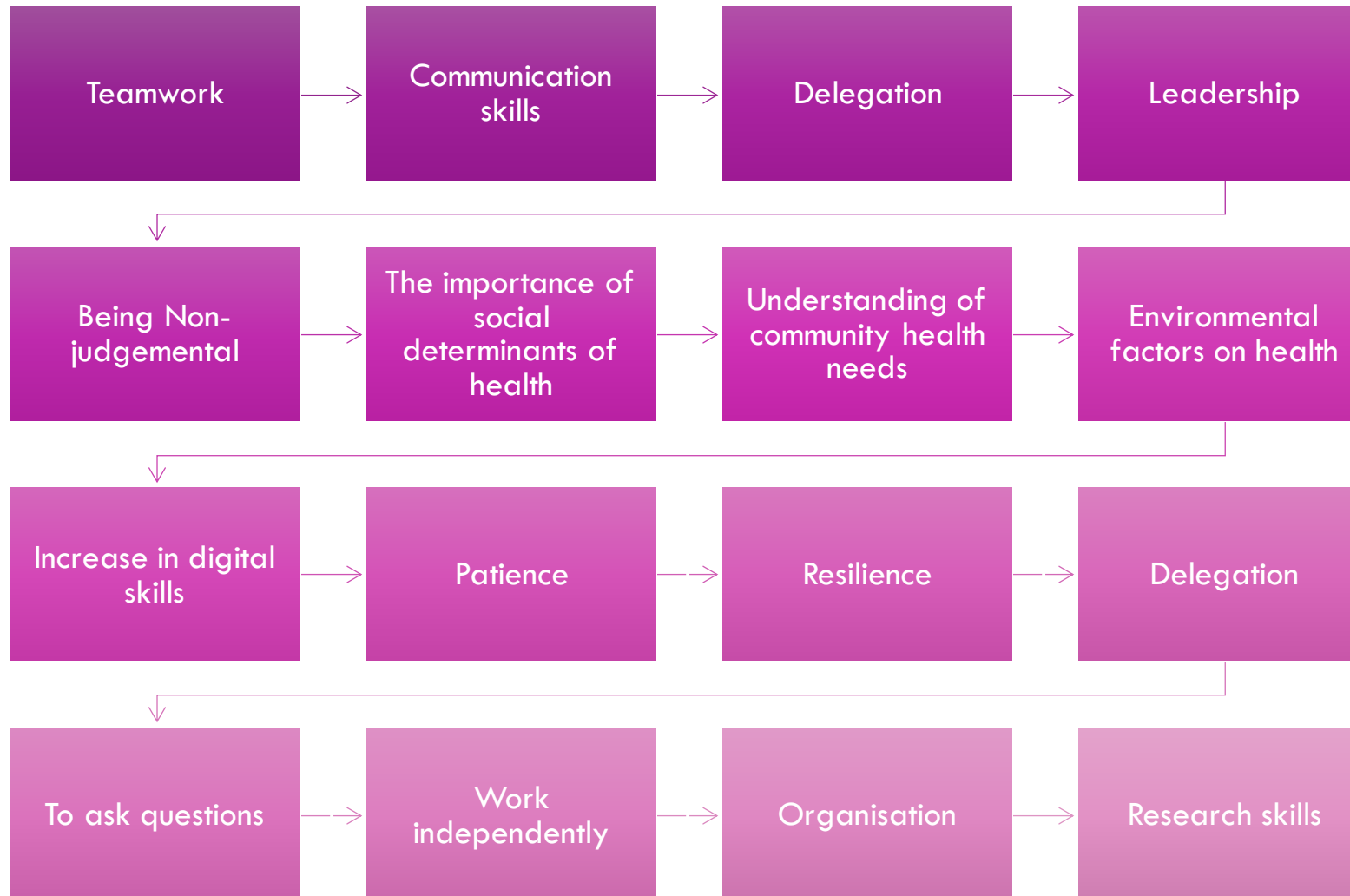
understanding the impact Covid-19 has had in our local area

Would have been better if Covid-19 wasn't happening!

Not everyone in the team pulled their weight to help out

More statistical approach to health and how other factors can contribute to health to add text

WHAT DID STUDENTS LEARN?



What concepts did students gain?



Student experience was innovative, needs driven, has a political context plus a public health focus

Some student work was descriptive and minimal references

Great pieces of work from students- demonstrates the value of this placement

I have seen evidence that students are thinking differently about their patients following undertaking this study. Taking a more holistic approach and having a greater understanding of the context of the patient within their communities

I was blown away by one of my student groups. They submitted a 140-document full of data, diagrams, photos and maps. It was a pleasure to read!



Academic Evaluation



Rather cynical at first but this proved to be great learning experience for students to explore a locality and the impact of health and wellbeing in a global pandemic

Has direct links to theory units previously taught including Humanising Nursing Care, as well as Year 3 units: Service Improvement Projects and Public health

Students did not require the support I thought they would with this. They were generally self-directed, organised and independent of academic support

MOVING FORWARD

- Embedded within curriculum for Year 1 students linked to public health unit
- Dissemination to other Universities via established networks to assist with placement innovation during the pandemic
- Further exploration of the needs of students who require additional learning support or have health related needs when undertaking the placement
- Current emergency and recovery programme standards (NMC, February 2021) provide a clear opportunity to build on this element of the programme
- Potential for interprofessional learning in future curricula
- Enabled BU to think with greater creativity how placement learning can be achieved

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