

Positive engagement- making students feel valued in practice.

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Guidelines for students, mentors and University.



Rationale.

Practice placement is an integral component of our programmes within the Faculty of Health and Wellbeing and positive experiences for both students and their mentors is desirable. What students value to support them in their practice placements is complex but important to understand. The information in this document draws upon feedback from students and mentors which has allowed exploration of key issues from a student and mentor perspective.

This brief guide seeks to share the findings of this work with suggestions of ways to effectively prepare for, plan and facilitate practice placement learning thus increasing positive learning outcomes for all parties.

Preparing for, and initial contact with students

Placement

* Offer a welcome and provide key information about the organisation and expected learning opportunities

* Offer opportunity for a pre-placement visit

* Where indicated plan a timetable

* Where possible provide reading lists appropriate to the setting

* Identify suitably qualified mentors in advance of placement and indicate on PEMS

* Arrange access to resources to enhance learning i.e. IT password

* Complete induction check list on first day

* Consider students previous learning/life experiences to inform potential learning opportunities e.g. refer to student profile or PEMS

* Be aware of and implement if appropriate, the Placement Learning Support Plan for students who may require reasonable adjustments

Students

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Write and update PEMS profile and upon allocation provide additional information as required

i.e. photograph

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Request a pre-placement visit

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Review and utilise feedback from previous placements to inform learning and development

needs for future learning contract

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Refer to placement profile on PEMS including reading lists and information about the

organisation, service or team

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Participate and complete placement induction checklist on first day

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Inform practice setting of any special support needs i.e. Placement Learning Support Plan

* Familiarise self with University learning requirements for each placement

Supervision

Placement

* Allocate time for regular supervision and where possible, plan in advance.

* Engage in an open style of communication

* Provide balanced and honest feedback with identification of areas for development

* Allow time for debriefing students who have dealt with difficult/stressful situations

* Demonstrate own use of reflective practice and encourage students own reflections

* Provide feedback in private

* Use mistakes made by the student as positive learning experiences to enhance practice.

* Discuss and monitor student’s reasonable adjustments, where necessary

* Gain feedback from colleagues regarding student performance

* Provide informal supervision opportunities

* Be prepared to share knowledge and experiences

Students

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Take responsibility and ownership to plan for supervision and review sessions i.e. maintain

relevant documentations referring to relevant guidance

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Engage in an open style of communication

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Respond positively and professionally to open, honest and constructive feedback

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Request and engage time to debrief following difficult or stressful situations.

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Use reflection to identify personal and professional development

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Discuss any concerns within practice setting as soon as possible

* Acknowledge and allow students to share their anxieties



Working as part of a team

Placement

* Introduce students to all members of the team

* Provide opportunities to experience working with members of the team

* Identify collaborative learning opportunities with members of the team

Students

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Familiarise and introduce self to all members of the team

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Identify and request learning opportunities to work with members of the team

appropriate to the setting through use of learning contract.

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Engage in collaborative learning opportunities

* Include students in team meetings where learning opportunities are identified

* Discuss with students when attending meetings/forums is not considered to be a valuable learning opportunity or viable

Learning Opportunities

Placement

* Familiarise self with student and university learning requirements and negotiate appropriate activities

* Involve student with all aspects of service user care, appropriate to their stage of learning

* Support the development of student autonomy, independence and responsibility within safe limits

* Demonstrate that students can be trusted through positive risk taking

Students

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To be proactive in identifying and taking advantage of a range and breadth of learning

opportunities appropriate to the setting



University Support

* Provide placement preparation prior to each placement for students

* Ensure there is a Placement Learning Support plan for students requiring reasonable adjustments

* Ensure all information regarding students and placements is available via PEMS

* Provide Mentor workshops, update days and conferences on a regular basis

* Ensure mandatory training requirements are completed

* Ensure mentors understand the role of the Academic in Practice and visit sites whenever possible

* Provide placement details to students and placement providers as early as possible





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