

# Preparation for a Care Home with Nursing Care



drawn by  
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## **Preparation for a Placement in a Care Home with Nursing Care**

*Dear Learner,*

You have been allocated a placement in a Nursing Home. This practice area offers you a wealth of new experiences and learning opportunities. To help you contextualize and familiarize yourself with this area of practice, we have compiled this guide, with the help of students in practice, mentors, and a Care Home Manager. A full list of contributors can be found at the end.

### **Setting the Scene:**

“Every day, there are more than twice as many people living in care homes in England and Wales than staying in hospital” (NIHR, 2017). This shift to out of hospital and near to home care provision has been welcomed by service users and families (NHS England, 2017).

The aging demographics of the population in the UK and the associated increase in people with multiple long term conditions, have led to more attention being paid to Nursing Homes and their service provision than ever before. At present Health Education England, Capital Nurse, and The Foundation of Nursing Studies are all undertaking projects across London and nationally to promote the important roles which Care Homes play within our society.

If the future community care workforce is to be developed, it is essential more student nurses and other learners have exposure to a range of nursing roles in community settings (NHS England, 2017). Recent nurse education reports stress the importance of learners accessing positive practice environments in a wide range of settings and specifically called on employers and universities to work together to make placements available in community settings, such as Care Homes (NHS England, 2014).

Care Home placements are particularly suited to supporting the development of learners due to the wide range of learning opportunities and types of patient contact that take place in this environment.

### **The Modern Care Home:**

The modern Care Home manages the balance between maintaining professionalism, whilst being a relaxed and welcoming place for residents to call their home. There has been some negative publicity regarding a minority of Care Homes, however, the majority of provide holistic, integrated, and good quality care for both older adults and other vulnerable groups. Prior to your placement being arranged a number of assurances are sought, including Care Quality Commission (CQC) ratings and a PAN London audit, reflecting NMC requirements.

Care Homes provide the whole package of care all day, every day. The teams work together to ensure that all aspects of care are assessed and plans made, implemented, and then evaluated. Care

Homes offer an excellent opportunity to undertake the Nursing Model in a holistic way, with resident and family involvement key to this planning.

Unlike hospital where many patients are admitted for a short period of time only, Care Home residents can stay for much longer and both the professional and therapeutic relationships have opportunity to develop.



Reference: Skills for Health (2017) Person-Centred Approaches Framework.

<http://www.skillsforhealth.org.uk/images/pdf/Person-Centred-Approaches-Framework.pdf?s=form>

### **The Care Home Team:**

The Nursing Home team is vast and will vary according to the area; however, on site, will usually include:

Nurses of varying grades-including senior roles.

Senior Carers/ Senior Healthcare Assistants (the title may alter) maybe trained in medication administration, involved in evaluations, dressings, and catheterizations.

Carers/ Health Care Assistants

Domestic staff, Kitchen teams, Laundrette staff,

Manager, Receptionists, Administrators

Activity Co-ordinators- both in-house and externally based.

Together, they deliver comprehensive, compassionate, and holistic care to the residents, and others for whom they care. This includes working with people with complex and sometimes multiple long term conditions, supporting service users to self-manage, and referring into specialist services where needed.

There may also be a range of learners in the environment-including Pre-registration Nursing students, Trainee Nursing Associates, Apprentices, and anyone undertaking the Care Certificate.

### **The Role of the Nurses:**

Nursing Homes are nurse-led areas. The wealth of knowledge, experience, and clinical expertise the nurses attain from evidence based education, ensures they are highly qualified practitioners and well placed to offer diverse learning opportunities. This can be enhanced by the nurses' access to other professionals both within the team and from outside. The breadth of clinical skills and social supports are well placed to help contextualize the learners' understanding of services outside of the hospital setting. As well as the complexity of needs faced by service users, their family and carers. All of these opportunities are undertaken whilst providing seamless interpersonal care.

In addition, many of the nurses have acquired expert knowledge and competence in independently managing patients in the nursing homes environment for multiple long-term conditions such as diabetes, COPD, and dementia.

### **Inter-professional Working:**

As well as the core team, there will be many links with external agencies. These could include:

General Practitioners	Tissue Viability Nurses	Continuing Care Team
Palliative Care Team	PACE- Post Admission Care Team	Researchers
Podiatrists	Nutritionists	Social Workers
Safeguarding Teams	Psychiatrists/ Mental Health Nurses	Pharmacists
Speech and Language Teams	Opticians	Occupational Therapists

### **Feedback from students:**

"I had more time to learn here." "I feel more at home; more confident."

"The learning was smooth, not pressured or stressed."

"There are many opportunities; you need to be proactive to gain the most of the variety of learning opportunities available".

"Staff were friendly and helpful and worked as part of a team to support each other."

"Would happily recommend this placement.....especially those with a desire to work with older adults and developing knowledge of physical health in mental health settings"

"Mentors valued their student very well, well supported and valued"

### **Feedback from Mentors:**

“We want the students to feel at home and be part of our team”

“We want students to have a better understanding of care in the community”

“Nursing Homes are dynamic places and we welcome proactive students”

“The students had energy and enthusiasm...helped us to see new perspectives”

**There are many possible learning opportunities and skills that you could achieve in a Care Home placement. These will vary depending on the residents’ needs at the time, and your own learning needs, but could include some of the following:**

- Diabetes care and other long term conditions
- Smoking Cessation
- Mental health/ psychological services/ Learning Disabilities
- Anti-Coagulation therapies
- Managing challenging behaviour
- Working with people with dementia
- Working with families/informal carers
- Working with religious and cultural diversity
- Leadership and management skills (depending on student year and competence)
- To learn about Care Commissioning, continuing care, and social services funding
- Mental Capacity Act (2015) including Deprivation of Liberty Safeguards
- Handover skills
- Physical assessment activities – manual blood pressure monitoring, Body Mass Index (BMI), ECGs, Blood glucose monitoring, Urinalysis
- Holistic care planning, at admission and at regular resident reviews
- Assessment at admission and Discharge planning for those returning home
- Health promotion activities – Healthy living/ activity schedules
- Wound care – acute (surgical) or chronic (leg ulcers)
- Infection control
- Nutritional and Fluid management
- Management of long term conditions
- Catheterization
- PEG feeding
- Pain management, including syringe drivers
- Medications-patient group directives, sub cutaneous, and Intra muscular injections,
- Understanding the practical implementation of public health agendas
- Referring into other statutory and non-statutory agencies
- Risk Assessment/ Safeguarding
- Home visits/ Community working
- Palliative care-Providing residents and their relatives with a “good death”.
- Supporting residents and their families to take part in research

**Additional information:****Locality:**

The Care Home in which you will undertake your placement will belong to one of the following boroughs. Each borough has a Clinical Commissioning Group (CCG) who commission services for their local population, and jointly across boroughs in some cases, to improve care pathways and patients' services and experience.

The links below will explain the role of the CCG and their key health and social care priorities:

- Camden - <http://www.camdenccg.nhs.uk/>
- Haringey - <http://www.haringeyccg.nhs.uk/>
- Islington - <http://www.islingtonccg.nhs.uk/about-us/>
- Barnet- <http://www.barnetccg.nhs.uk/>

**Uniform/Dress Code:**

It is a requirement for all staff and students to present a professional image- ask to see the Practice Dress Code Policy for local specifics. Please check with your placement if you are required to wear your uniform.

**Shift Patterns:**

These will vary with each placement location, but consist of long days, early shifts, late shifts, or nights. This could be on any day of the week.

Please contact your placement at least 2 weeks in advance to obtain your rota and clarify the dress code policy for the area.

**Sickness and Absence:**

If you are absent for any reason it is your responsibility to inform both the university and your placement as soon as you know you are not able to attend. Please refer to the university's procedure for reporting sickness and absence.

**Confidentiality**

Confidentiality must be maintained at all times as per the Nursing and Midwifery Council (NMC, 2015) conduct and must not discuss patients/clients outside the practice area.

**Raising Concerns:**

If you are concerned with the standards of care in any placement area, it is your responsibility to raise this concern. This should be addressed to your mentor and the University. This would normally be your Link Lecturer. The University Team will support you to undertake this process. Please refer to placement whistle Blowing Policy and the Escalating Concerns Policy (NMC) in the Essential Guide. If you require further help or advice, please contact the Practice Based Learning Unit at [pblu@mdx.ac.uk](mailto:pblu@mdx.ac.uk)

**Who will be my Link Lecturer:**

Your link lecturer for this placement is .....

You can contact .....about any issues related to your placement.

Link Lecturer email: .....

Or email the Practice-Based Learning Unit at [Pblu@mdx.ac.uk](mailto:Pblu@mdx.ac.uk)

***We would like to thank the following contributors for their time and valuable input when producing this guide:***

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### Useful Resources:

The following list is intended for you to use as needed, to familiarize yourself with the practice area. You are not expected to utilise all of these resources:

- Age UK – charity working with adults, older adults in particular. Useful LGBT info: <http://www.ageuk.org.uk/health-wellbeing/relationships-and-family/lgbt-information-and-advice/lesbian-gay-bisexual-or-transgender-in-later-life/>
- Care England <http://www.careengland.org.uk/sites/careengland/files/Care%20Agenda%20-%20February%20reduced%20size.pdf>
- Care England - Pilot Study details for meaningful activities with people experiencing dementia <http://paper.uscip.us/ajad/AJAD.2015.1003.pdf>
- Care England- Teaching Care Home pilot details- useful to contextualize learning in care homes at present and for the future: <http://www.careengland.org.uk/teaching-care-home-pilot>
- Diabetes UK - <https://www.diabetes.org.uk/>
- Nursing and Midwifery Council (NMC) - <http://www.nmc.org.uk/standards/guidance/>
- National Institute for Health and Care Excellence (NICE) - <https://www.nice.org.uk/guidance>
- National Institute for Health Research (2017) Advancing Care: Research with care homes: <http://www.dc.nihr.ac.uk/themed-reviews/advancing-care-themed-review.pdf>
- NHS England Five Year Forward View- <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>
- Margreet van der Cingel\*, Lobke Brandsma, Mirjam van Dam, Marcella van Dorst, Claudia Verkaart and Cilleke van der Velde (2016) Concepts of person-centred care: a framework analysis of five studies in daily care practices. *International Practice Development Journal* 6 (2) 6. Last accessed 23/5/18: [https://www.fons.org/Resources/Documents/Journal/Vol6No2/IPDJ\\_0602\\_06.pdf](https://www.fons.org/Resources/Documents/Journal/Vol6No2/IPDJ_0602_06.pdf)
- Public Health England - <https://www.gov.uk/government/organisations/public-health-england>
- QNI (2018) Transition to Care Home Nursing. Last accessed 23/5/18: <https://www.qni.org.uk/wp-content/uploads/2018/01/Transition-to-Care-Home-Nursing-Chapter-4.pdf>
- Royal College of Nursing -Principles of Consent: <https://www.rcn.org.uk/professional-development/publications/pub-006047>
- Royal College of Nursing – Three Steps to Positive Practice for working with people who are restricted : <https://www.rcn.org.uk/professional-development/publications/pub-006075>