

Years old female

[Education](#), [Learning](#)



My learner is a 19 years old female, on her first placement as a first year nursing student. Permission was obtained from her, to use her experience in making this portfolio. Student nurse not her real name) NC (2008) The code ; Standards of conduct, performance and ethics for nurses and midwives, states that, 'you must respect people's right to confidentiality', was a cadet nurse prior to this course. Student F was introduced to me as her associate mentor. I have welcomed, orientated her in the ward area as well as introduced her to the members of the staff.

POLO packs and relevant materials was also provided for her learning needs. Student F seemed shy but enthusiastic and well motivated to learn. On her second week on the ward she has gained some knowledge and skills. But still feels that she is not yet confident and ready enough to do some procedures, as most of them are new to her. I have assessed student F's learning style as a reflector type, who take more cautious approach and likes to think things through before commitment to anything.. Honey and Muffed, 1995) Based on the proficiency on her handbook, we have discussed her learning needs and wants to focus more on wound management for post op patients. The NC requires practice teachers to support learning for several reasons one of which is to provide support and guidance to the student when learning new skills, applying new knowledge and competence to a new context of practice, and act as a resource to the student to facilitate learning and professional growth. NC, 2008, p 36) NC Code of Professional Conduct (NC, 2008) also states that nurses and midwives on the Professional register ; " were able to support students in critically reflecting their own experiences in order to enhance future learning. Identified Learning Outcome

Contributes to the assessment and management of wound for post pop patients. Based on her proficiency book 2. 5. , Demonstrate evidence of a developing knowledge base, which underpins safe and effective nursing practice.

She will demonstrate and develop her skills in the management of wound for post pop patients, rationale behind normal wound healing , signs and symptoms of wound infection. Standard to Support learning and assessment in practice (NC, 2008), states that , " nurses and midwives who intend to take the role of a mentor must have the ability to select, support and assess a range of learning opportunities in their area of practice for students, undertaking NC approved programs. Knowledge The student will be able to describe normal wound healing. Describe signs and symptoms of wound infection Accurate assessment of the patients wound and surrounding tissue for evaluation of the wound healing process and management regime. Skills The student will be able to demonstrate procedure in changing simple wound dressing for post pop patient. Demonstrate proper handwriting pre and post procedure.

Pratt et states that hand hygiene is important, it is en of the four standard principles in the national guidelines for preventing infections in hospitals. Will be able to document properly to obtain a clear picture of the wound and the wound healing journey. Able to participate and be involve on patients daily assessment of wound and wound care andhealthteach inns Attitude Obtain consent prior to the procedure Student will maintain privacy and dignity whilst doing confidentiality. Dressing.

Maintain To facilitate the learning process and to make learning as active and participative as possible, the learner can be encourage to demonstrate their understanding of concepts, knowledge, skills and attitudes within educational and clinical practice. (Burs and Pullman, carvings, 1 995 and Hughes 2007) Personalized learning, as suggested by Mitchell , et entails collaborative approach to learning combined with rigorous use of assessment information to set target for achievement, based on an understanding of a students current skills and capacity.

Learnt Eng Opportunities Observation-? opportunity to observe staff performing proper wound dressing. Observational learning occurs when an individual learns meeting by observing another person doing it, it is learning by Leaflets/Posters - providing the student leaflets, handouts, pictures, available on the ward. Hunching (2009) emphasized that a visual learning style means , it is what can be seen that enables and enhances learning. Participation - participate in daily wound care and be involve in health teachings.

Actively participating in the learning activity can greatly enhance a students capacity to retain knowledge and ideas. (Hunching, 2009) Teaching and Learning Strategies Demonstration - showing the student proper dressing Of wound, using septic technique. A demonstration can be defined as a visualized explanation of facts, concepts and procedures. (Quinn, 2000) " Demonstrating a psychosomatic skill is often regarded as the method whereby learners acquire knowledge of how to perform. (Jarvis and Gibson,

1 997) Skills for practice - explaining to the student wound dressing whilst it is being done.

Inquiry based learning - encourage the student to ask questions and be self-directed. Information given about resources which can help in the specific practice settings. Coaching - supporting and supervising student urine the actual practice of psychosomatic skills. The availability of learning resources in the ward such as access to the internet, literature from relevant journals, books and access to patient's notes also helps the student to increase their understanding of patient's needs.

A designated area of study is also provided that allows the student and the mentor to discuss specific tasks and the students progress. Assessment Methods Observation of Practice -? observing student on performing wound care. The NC,(2008) requires most assessment of competence should be undertaken wrought direct observation in practice. Questioning Reflection - student will record/document her assessment of the patient. Tests moony of the staff - feedback from members of staff which are present and witnessed the actual procedure when performed by the student.