

ADDITIONAL ACTIVITIES

*Case Studies and
Scenarios*

PLPLG

Developing London's Future Nurses Together

Additional Activities

The following scenarios and case studies are available as additional or replacement activities to help facilitators choose the most appropriate activities for their groups.

These activities represent a range of fields and settings. They have been compiled with the help of delegates attending the PLPLG meetings. Special thanks to Janet Barrett of Imperial College Healthcare NHS Trust for providing several scenarios.

Scenario One

You are mentoring a 3rd year student, who states that she is unable to work with you as rostered due to work commitments. She needs her job as she is struggling financially.

She has rung in sick (usually about 2 hours after the shift has started) on a number of occasions, and she has come in for a shift later in the week to make the time up. She has now missed approximately 50% of the hours that she should work on this placement.

What should you do now?

Scenario Two

You have noticed and colleagues have commented, that your student appears to be avoiding:

- completing admission and discharge documentation
- giving handover
- medication rounds

S/He is also having difficulty with Aseptic Technique.

What should you do?

Scenario Three

You did the initial interview during week 3 of the student's placement.

You did the interim interview during week 7 of the student's placement. No specific issues were identified or documented.

It is now week 8 of the placement. Both you and colleagues have noticed that the student is having issues with their practice.

The student

- is unable to identify between normal and abnormal patient observations (Pulse, BP and Resps)
- does not understand the relevance and importance of keeping accurate fluid balance charts
- has stated to a colleague that they no longer need to do any bed baths as has done several and knows how to do it
- wants to undertake more advanced skills

What should you do now?

Scenario 4

You are working with a student for whom you are not the mentor. The student states that they have an assignment to complete and would like to use the computer. They further state that they have already had experience doing everything that you need to do for your patient(s) during this shift.

How will you address this with the student?

What else, if anything, should you do?

Scenario Five

Kim is a Part 2 learner and is having difficulty mastering giving injections. There is both a failure to understand the theory and administer injections. Kim has also told you it has been signed off in a previous placement and that you're being over critical because you don't like her.

How would you manage the situation?

Scenario Six

You are a practice supervisor working with a student doing a medication round on the ward, the student seems slow and is struggling with calculations. They don't seem to know much about 'common medications.

What factors do you need to consider?

How will you handle this situation?

Scenario Seven

A member of staff has raised a concern about a student's progress in Part 3 of the programme. The student is unable to identify specific areas of concern or to link areas of concern with PAD/learning outcomes. You do not have any specific feedback but as the staff member is genuinely concerned, you need to take this forward.

How will you address the situation?

Scenario Eight

You find a student nurse crying in the toilet what do you do?