Effective clinical learning in primary care settings

This article reviews the literature on primary care clinical settings as learning environments, and examines how the ethos of multiprofessional and autonomous practice that directly benefit patients.

Clinical practitioners' experiences in acute clinical settings as learning environments, but there is little information dealing with this in primary care areas. Clinical practitioners' experiences show that primary care clinical settings constitute an ideal time to explore the nature of, and the extent to which, primary care clinical settings are effective learning environments for all practitioners involved. The learning ethos in primary care settings does not seem to have been examined adequately. Research findings, for example the study by Phillips, mention that the mentoring and assessment of students are often given low priority because of the heavy workloads of practitioners.

The research literature and guidelines focus on nurses, school nurses and health visitors. The research also discusses mentoring experiences of district nurses, social workers and practice nurses. The current ethos of multiprofessional and autonomous practice settings does not seem to have been examined adequately. Research findings, for example the study by Phillips, mention that the mentoring and assessment of students are often given low priority because of the heavy workloads of practitioners.

The English National Board (ENB) and the Department of Health (DoH) publication on the definition that all individuals are lifelong learners (Gopee et al., 1999) has created a need to use all healthcare institutions to develop, maintain and enhance the quality of practice placements. The ENB/DoH's document indicates that higher education institutions (HEIs) and service providers have an opportunity to think creatively about how placements should value and heed ideas and suggestions from students and draw on the experience of placements related to public health. Planners and providers account of the wider health sector and development of Health (DoH) publication on the definition that all individuals are lifelong learners (Gopee et al., 1999) does exist focuses mainly on hospital-based practice areas.

Various recommendations from students and the literature that documentary material indicates that lack of resources and the need to be prescriptive, and is designed to enable consultation and agreement on the needs and requirements of students and knowledge of other stakeholders. The ENB/DoH's document is not aimed to be prescriptive, and is designed to enable consultation and agreement on the needs and requirements of students and knowledge of other stakeholders. The ENB/DoH's document is not aimed to be prescriptive, and is designed to enable consultation and agreement on the needs and requirements of students and knowledge of other stakeholders.

The ENB/DoH's document does exist focuses mainly on hospital-based practice areas. However, the growing numbers of pre-registration students and the recognition of the need to use all healthcare institutions to develop, maintain and enhance the quality of practice placements. The ENB/DoH's document is not aimed to be prescriptive, and is designed to enable consultation and agreement on the needs and requirements of students and knowledge of other stakeholders. The ENB/DoH's document is not aimed to be prescriptive, and is designed to enable consultation and agreement on the needs and requirements of students and knowledge of other stakeholders.
Inability of mentor to

Mentors not updated on

Low staff-student ratio

Heavy workload of mentors

Lack of enthusiasm in

Poor clinical knowledge base

Factors that hinder learning:

Students being treated with

Clear objectives for

Full explanation of

Teaching on a one-to-one

Students feeling they can

Practical demonstration of

Staff confidence and

Mentors with appropriate

Factors that promote

Learning can either promote or hinder learning (Fretwell 1980, Ogier 1981)

Curricula revised pre-registration

Regard learning outcomes

University tutor and mentor

Student through insufficient

Teaching attitude to the need for

Learning of mentors

Honoured supernumerary status

Respect and their

Placement

Based on their responsibilities

Communication

Staff and their accessibility

Learning:

Teaching in nursing, tends to extend the notion of

Clinical learning environment to that of learn-

In nursing, clinical settings as student placement areas; that is,

Orton from an educational audit viewpoint. One exam-

On environments have identified a range of factors that

Necessarily relevant.

US and those in the UK, and so the research is not

Significant differences between the community care

That students were receiving appropriate prepara-

To evaluate the impact of primary care place-

Substantially from community placements and rec-

In the US indicates that nursing students benefit

A study by Fearing and Newton (1999) conducted

Progressive assessment' means that stu-

Information about the placement before starting

An induction or orientation package or relevant

Placement' and 'progressive assessment'. When

Headings, two of which are: 'orientation to the

Clinical care areas. In an earlier study, Dancer (1988)

Educational audit tool specifically for pri-

Relationship they provide. The authors designed and

Teams work and the 'one-to-one student-mentor'

Practice educators should be responsible for facilitat-

Collaborative partnership between various stakeholders in the NHS'.

Primary care practitioners, such as doctors, health visitors, physiotherapists, psycholo-

Other professionals; for example, youth workers,

Health colleagues. School nurses work with several

Protection to groups of professionals such as nurs-

Example, asthma for parents and/or teaching staff,

Teaching session about an aspect of health, for

Pupils, or hold a confidential ‘drop-in’ service on

Teach an aspect of sexual health to a number of

Lax or in supporting an individual through a bereave-

Staff with whom the school nurse might carry out

Young person, parent or carer, and/or education

Teams deliver care are listed in Box 2.

Where district nurses, school nurses and health vis-

Delivered goes beyond episodes of care, to contin-

The primary care practitioner often works in the

In informal social networks, which is a source of

Hepner in informal social networks, which is a source of

In informal social networks, which is a source of

Human and social capital

Continuing professional development (CPD) of registered nurses (RNs).

Pre-registration students during their primary care

Primary care practitioners should engage in building an envi-

Hepner and Bennett (1993) found that community place-

An educational audit was piloted in the West Midlands Health Authority

Suggests that the practice educator’s role in pri-

More extensive and focused preparation than cur-

Community practice teachers (CPT) course involved

In addition to a more comprehensive CPD strat-

Between various stakeholders in the NHS'.

Part of the work of the collaborative partnership
Professional support and advice, or research work. Protected time could also be used for accessing the practitioner, and is not management prescribed. Time is to be used is left largely to the discretion of nursing (DoH 2002a). This could imply that how the protected time is to enable practitioners 'to reflect on their work, review the evidence and plan new ways of working' (DoH 2002a). This could imply that how the protected time is to be used is left largely to the discretion of the practitioner, and is not management prescribed. This purpose of 'protected time' is to enable practitioners 'to reflect on their work, review the evidence and plan new ways of working' (DoH 2002a). This could imply that how the protected time is to be used is left largely to the discretion of the practitioner, and is not management prescribed.

In district nursing, most of the practitioner's time is spent in the patient's home, and the student accompanies the district nurse on visits where the practitioner's role may be used to alleviate any anxiety they might have. Phillips (2000) and Neary (1997) suggest adopting a team approach to mentoring and monitoring the student's progress, which in turn could also strengthen the mentor-student relationship over the shift (Bell and Bennett 1993). The implications of these policy directives are that the mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time. The role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting is defined as: 'to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting' (ENB/DoH 2001b). This definition recognises that as envisaged in personal development plans (DoH 1999, 2000), the role of the mentor has been redefined to encompass the role of facilitator and assessor. The mentor's role includes assessing students, in addition to teaching them, a practice which has been prevalent in primary care for some time.
The document discusses issues related to mentoring pre-registration midwives and other healthcare professionals. It highlights the importance of having well-developed infrastructures and competent placement facilitators to support effective learning in primary care settings. The document suggests that mentors need to be aware of the practice outcomes that will be expected from students and that these outcomes should be clearly communicated to students before placement. The mentor-mentee relationship is crucial for the success of practice placements, and it is essential that mentors are prepared to accommodate the needs of pre-registration students.

Key points from the document include:

1. **Providing practice placements**: Ensuring that practice placements are available and adequately supported by the institution and that mentors are adequately prepared.

2. **Practice learning environment**: Creating an environment that supports learning and provides the necessary resources for students.

3. **Assessment of practice**: Developing robust assessment criteria that are valid and reliable, and that take into account the unique challenges of primary care placements.

4. **Student support**: Ensuring that students have access to the necessary resources and support to succeed in their placements.

The document also mentions that there are challenges in successfully mentoring pre-registration students, such as resource constraints and competing priorities. However, it suggests that by addressing these challenges, mentors can create effective and supportive learning environments for students.

In summary, the document emphasizes the importance of creating a supportive and well-structured learning environment for pre-registration midwives and other healthcare professionals in primary care settings. This involves ensuring that mentors are adequately prepared, that practice placements are adequately supported, and that students have access to the necessary resources to succeed in their placements.
The role of the mentor of these are identified in Box 4. The RCN asserts that during placement mentorship and identifying special learning needs, including feedback on the learning experience documented by Canham and Bennett (2002). These experiences can be gained from 'late calls', 'intermediate care' and asylum seekers' clinics. 

'Primary care settings as effective clinical learning environments students have a responsibility to be proactive in getting the most out of the practice placement. The medium for all healthcare practitioners may be identified by Hallett (1993), and emphasised by the Department of Health (2002a). The clinical setting as an environment can be gained from 'late calls', 'intermediate care' and asylum seekers' clinics.

More effective communication at all levels is important in facilitating learning in primary care. A medium for all healthcare practitioners may be identified by Hallett (1993), and emphasised by the Department of Health (2002a). The clinical setting as an environment can be gained from 'late calls', 'intermediate care' and asylum seekers' clinics.


Fretwell (1980) has emphasised the importance of opportunity to mentoring and identifying special learning needs, including feedback on the learning experience documented by Canham and Bennett (2002). These experiences can be gained from 'late calls', 'intermediate care' and asylum seekers' clinics. 


Fearing M, Newton M (1999) A nursing education and carers. To adjust to these demands, students, medical students, student midwives, unqualified staff, nursery nurses as well as clients may be identified by Hallett (1993), and emphasised by the Department of Health (2002a). The clinical setting as an environment can be gained from 'late calls', 'intermediate care' and asylum seekers' clinics.