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Pain Teams Are in a Unique Position to Provide Exceptional Pain Management Education for student Nurses

Background

Our pain specialist team recognises the importance of supporting student nurse education in the clinical setting. It is recognised that pain education in nursing has been neglected over many years (Twycross 2000)1. We wanted to ensure that nursing students were exposed to “real life” patients with pain issues. As an integrated pain management service providing inpatient and outpatient care we were confident that we could provide an excellent hub placement for our student nurses to develop knowledge and skills with pain assessment and management.

**Aims & Objectives**

To inform and influences other Pain Specialist Teams about the benefits of becoming a Hub placement for student nurses.

* To present the dichotomy of spoke versus hub placement.
* To recognise how a hub placement can enrich a student’s knowledge and skills in pain management.
* Demonstrate how this experience has influenced a student’s pain management practice once qualified.
* Identify how pain management education is facilitated within the hub placement period.
* Acknowledge the importance of contingency planning.

 **Methods:**

* Undertake consultation with other pain teams to establish their current pain educational strategy.
* Undertake a structured interview of previous pain team students who are now qualified.
* Analyse and develop the learning environment.

**Main results**

|  |  |  |  |
| --- | --- | --- | --- |
| Trust  | Spoke Placement <7.5hrs | Spoke placement >7.5hrs | Hub Placement? |
| Hospital 1 | Yes | No | No |
| Hospital 2 | Yes | No | No |
| Hospital 3 | Yes | No | No |
| Hospital 4 | Yes | No | No |
| Hospital 5 | Yes | No | No |
| Hospital 6 | Yes | No | No |
| Hospital 7 | Yes | No | No |
| Hospital 8 | Yes | No | No |
| Hospital 9 | Yes | No | No |
| Hospital 10 | Yes | No | No |
| Hospital 11 | No | Yes | No |
| Results: 91% Trusts offer spoke placements less than 7.5hrs 9% Trusts offer spoke placements greater than 7.5hrs 100% of respondents did not offer a hub placementTotal of 14 questionnaires sent 3 trusts did not respond |

**Students to Staff Nurse Structured Questionnaire – sample feedback**

* I thoroughly enjoyed my placement with the pain team . I feel it was the most beneficial placement within my training as I developed skills I did not have the opportunity to do anywhere else. I was supported to undertake a research project which led to the implementation of the analgesia in rib fractures pathway. I also got the opportunity to produce a poster for the pain symposium and gain skills in presenting my work. I was encouraged to push myself during placement and achieve as much as possible. I felt very valued and my learning was a priority.
* I would like to thank the team for giving me the opportunities available during my time with the pain team, as it had a profound impact on my learning and in my career.

**Conclusion**

Clinical education is an essential part of the undergraduate nursing curriculum (Nursing Times 2006)2. Unlike classroom education, clinical training in nursing occurs in a complex clinical learning environment which is influenced by many factors (Jamshidi 2016)3. It was recognised that there was a need to involve students in pain management as this would be crucial in developing their skill and would offer immediate and long-term benefit to our patients. Following discussions with the practice education facilitators (PEF) and exploring the nursing curriculum it was agreed that students at the end of their second year and beginning of their third year would be best placed to get most out of this hub placement (4-6weeks placement). This poster will demonstrate the benefits to the student and specialist nurses in having them for a period of time. It will acknowledge the importance of collaboration with the Practice Education Team and University. Our aim is to stimulate and motivate those reading the poster to have students as part of their educational strategy in order to educate the nurses of the future.

References

1. Education about Pain: a neglected area, A Twycross Volume 20, Issue 3, April 2000 pages 244-253.

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3. The Challenges of Nursing Students in the Clinical Learning Environment: A Qualitative Study (2) https://www.hindawi.com/journals/tswj/2016/1846178/