



Crumlin | Temple Street | Tallaght | Connolly

CHI Guideline on Raising and Addressing Feedback from Nursing Staff and Students within the Clinical Learning Environment

Area of use:	All of organisation <input checked="" type="checkbox"/>	CHI at Connolly <input type="checkbox"/>	CHI at Crumlin <input type="checkbox"/>
	CHI at Herberton <input type="checkbox"/>	CHI at Tallaght <input type="checkbox"/>	CHI at Temple Street <input type="checkbox"/>
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1.0 Guideline statement

Guidelines represent the written instructions to support the delivery of high quality services. Guidelines must be accurate, up to date, evidence-based, easy to understand, non-ambiguous and emphasise safety. When followed appropriately they should lead to the required standards of performance.

The clinical learning environment provides nursing students with the opportunity to integrate theory into practice and to develop the knowledge and skills to practise safely. In order to assure the quality of the clinical learning environment, it is important that healthcare providers have robust procedures to support individuals to provide feedback and in turn, to effectively manage this feedback as necessary.

This guideline has been developed in accordance with the standards and requirements outlined in *Nurse Registration Programmes Standards and Requirements* (Nursing and Midwifery Board of Ireland (NMBI), 2016) and *Children's Nurse Post-Registration Education Programmes Standards and Requirements* (NMBI, 2018).

1.1 Types of feedback

For the purposes of this guideline, feedback may be any compliment, concern or complaint raised by:

- *Registered nurses* - about a student or about the clinical learning environment. This feedback may be their personal feedback or they may be relaying feedback by a parent, child etc.
- *Nursing students* – about, for example, their preceptor, staff on the ward, the clinical learning

(See Section 5.0 for further explanations).

1.2 Acknowledgements

This guideline is adapted and developed from the original work of Naomi Bartley in the Centre of Children's Nurse Education.

2.0 Scope

2.1 Registered Nurses: All full-time, part-time and fixed term nurses employed by Children's Health Ireland are covered by this guideline.

2.2 Nursing Students: All nursing students on clinical placement in CHI undertaking:

- Higher Diploma in Children's Nursing (Post Registration Children's Nursing Students - PRCNS) in conjunction with Dublin City University (DCU), Trinity College Dublin (TCD) or University College Dublin (UCD)
- BSc Nursing (Children's and General) in conjunction with DCU, TCD or UCD
- BSc Nursing on Specialist Placement (Child Care & Paediatrics, i.e. seconded)
- Post-graduate nursing students undertaking specialist placements in CHI

3.0 Purpose of this Guideline

This guideline represents the written instructions for the actions to be taken in response to feedback provided during a student's clinical placement by nursing staff and / or student(s) and aims to:

- (i) Provide a means through which feedback may be raised
- (ii) Provide a means through which issues raised in the feedback are addressed
- (iii) Ensure that all feedback is addressed in a timely, consistent, effective and equitable manner.

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4.0 Guidelines on raising / addressing feedback from nursing staff and students

Most feedback can be, and ideally should be, addressed informally in the environment in which it occurs.

4.1 Forums for nursing students to provide feedback

There are several forums through which nursing students may provide their feedback, including but not limited to:

- Nursing students can raise issues locally with their preceptor and/or the ward management team during their placement.
- Nursing students meet regularly with the Clinical Placement Coordinator (CPC) team/ Post Registration Programme Clinical Coordinator (PRCC)/ Clinical Coordinators for Specialist Post-Graduate Programmes, both formally and informally, and are encouraged to give feedback which can then be addressed with relevant areas or personnel.
- Student groups are encouraged to raise collective issues through their class reps to the CPC team / PRCC/Clinical Coordinator.
- Nursing students complete an anonymous online evaluation of each clinical placement.
- Nursing students may also provide feedback informally or formally with a member of the Children's Nursing Faculty in their affiliated HEI, e.g. Module Coordinator, Programme Director/Chair or Personal Tutor (*or equivalent*). Nursing students are encouraged in the first instance to discuss their feedback locally with clinical staff in the CHI site.

4.2 Mechanisms by which feedback will be disseminated and addressed

- The CPC Team/PRCC will discuss feedback with the Nursing Practice Development Coordinator as applicable, and where appropriate this is escalated to relevant Divisional Nurse Managers and/or the Director of Nursing as required.
- Clinical Coordinators for specialist programmes will discuss feedback with the management team of the specialist area and the Nursing Practice Development Coordinator as applicable, and where appropriate this is escalated to relevant Divisional Nurse Managers and/or the Director of Nursing as required.
- Feedback from the student evaluations is collated and discussed with individual Clinical Nurse Managers (CNM) / Clinical Nurse Education Facilitators (CNEF).
- Collated student evaluations or specific relevant feedback are shared with:
 - Clinical Nurse Manager / Clinical Nurse Education Facilitator committees
 - Senior Nursing Leadership Team
- Feedback from nursing students is discussed at Senior Nursing Leadership Team meetings.
- Nursing staff and nursing students should use the reporting structures / pathways within CHI to escalate concerns or feedback. It is not appropriate to raise or discuss such concerns through social media.

4.2.1 Communicating feedback about an affiliated healthcare provider or higher education institution

- If the feedback is raised within CHI but the responsibility for managing it lies primarily within the respective HEI, a named person, e.g. the CPC, PRCC, Clinical Coordinator or NPDC, depending on the nature of the feedback, will notify the relevant person/s in the HEI by phone and/or email advising of the nature and full extent of the issues raised.
- If the feedback is provided within a partner HEI, but the responsibility for its management lies primarily within CHI, a named person will notify the relevant person/s in CHI, advising of the nature and extent of the feedback.

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4.3 Procedure

- In the first instance, the individual should provide their feedback informally with the individual(s) about whom the feedback relates. (See Appendix 1 for Flowchart of the process)
- Where the feedback relates to a compliment or positive feedback about the clinical placement or the clinical learning environment, the individual can also provide this feedback to the CNM2 / CNEF and/or to the CPC/PRCC/Clinical Coordinator.
- Where an action or outcome is desired by the individual, but they feel this has not been satisfactory, or where the individual feels they cannot broach it directly with the individual(s) involved, it should then be brought to the attention of the CNM2 / CNEF, if appropriate and if the CNM2 / CNEF are not themselves implicated in the matter being raised.
- All attempts should be made to resolve the matter at this stage.
- If the matter is unresolved at this point, the person(s) who first identifies the feedback or the CNM2 / CNEF should contact the CPC/PRCC/Clinical Coordinator.
- The CPC/PRCC/Clinical Coordinator will then liaise with all relevant parties to bring about a resolution to the matter.
- If this does not occur, the CPC/PRCC/Clinical Coordinator will then contact the NPDC who will liaise with all parties to resolve the matter.
- If necessary, the NPDC will liaise with the DNM of the relevant clinical area. If appropriate the Director of Nursing should be informed.
- If appropriate, Human Resources should be contacted and advice sought.
- If the issue is not resolved at this point, the individual would be afforded the opportunity to invoke the CHI Grievance Policy (CHI, 2020) with support from the appropriate personnel.

4.3.1 Dignity at Work

Where feedback involves bullying or harassment, the individual is advised to refer to the CHI Dignity at Work Policy (CHI 2020). Link support staff are available in each CHI site to assist staff or students to decide if an incident is bullying / harassment and how they should proceed (contact local HR for names of support staff).

4.4 BSc Nursing on Specialist Placement (i.e. seconded students) on clinical placement within CHI

- If the feedback relates to a student undertaking a specialist placement (Child Care and Paediatrics, i.e. seconded student), the CNM should inform the CPC.
- The CPC will inform the relevant contact person in the student's affiliated Third Level Institution.
- Where the matter affects student's clinical allocation time, the Student Allocations Liaison Officer (SALO) must be informed, who will in turn liaise with the Allocation Officer in the Higher Education Institution.

4.5 PRCNS / BSc Nursing (Children's and General) Students on clinical placement across the CHI sites

If the student making providing the feedback is undertaking a cross-site placement:

- The student should, if possible, raise this locally through the management structures within that placement site
- If the student does not feel able to do this, he/she should inform the link CPC/PRCC in his/her primary hospital at the earliest opportunity
- Depending on the nature of the feedback, the CPC/PRCC of the primary hospital will inform the other CHI

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site through their existing management structures or will refer the feedback to the affiliated HEI.

- Where the matter affects student’s clinical allocation time, the SALO must be informed, who will in turn liaise with the Allocation Officer in the affiliated HEI.

4.6 Incident / Near Miss reporting

- If appropriate to the particular feedback, a CHI Incident/Near Miss Report Form may be completed in addition to the steps outlined above.

4.7 Communication

- It is essential that all discussions are treated with sensitivity and confidentiality
- Contemporaneous notes should be maintained of any meetings held / discussions, outlining their content and outcomes.
 - The student will receive a copy of the notes of a meeting which they have attended
 - The NPDU will file the notes electronically in a secure folder on a password-protected computer for the duration of the student’s programme. The notes will be deleted 13 months after the student has completed the programme or exited the programme.
 - **Please note:** Where the feedback relates to an incident, please seek advice from the Quality, Safety and Risk Management Department before deleting the notes.
- It may take time to follow up and address feedback raised by or about a student, and it is possible that they will have left the placement, and indeed the clinical site. In this event, a named person within the clinical site will contact the student to update them on the outcome and any actions that may be required.

5.0 Glossary of definitions and abbreviations

Complaint: an expression of dissatisfaction about an act, omission, decision, or a service. The complaint may arise from the action of staff member in CHI or from an area of work or service provided by CHI. Complaints provide an opportunity to listen, learn and act on the feedback of our stakeholders. (Adapted from NHS 2022)

Compliment: a comment that expresses praise or approval of somebody or something (Oxford English Dictionary 2022)

Concern: reflects an individual’s feeling of worry over an issue (Oxford English Dictionary 2022).

Item	Details	Item	Details
CNM	Clinical Nurse Manager	CPC	Clinical Placement Coordinator
CNEF	Clinical Nurse Education Facilitator	NPDC	Nurse Practice Development Coordinator
SALO	Student Allocations Liaison Officer	HEI	Higher Education Institution
PRCC	Post-registration Programme Clinical Coordinator		

6.0 Monitoring and/or Audit

This guideline will be reviewed and updated at least every three years by the document author/owner, or earlier if required due to updated guidance, evidence or legislation. Compliance with key principles or procedures described within this guideline should be audited on an annual basis by the Nursing Practice Development Teams.

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7.0 Key stakeholders

The following key stakeholders were involved in developing and/or reviewing this document:

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Siobhan O’Connor	Nurse Practice Development Coordinator	NPDU, CHI at Tallaght
Doris O’Toole	Clinical Placement Coordinator	NPDU, CHI at Temple Street
Louise Greensmith	Formerly Post-registration Programme Clinical Coordinator	NPDU, CHI at Temple Street
Caroline O’Connor	Formerly Nurse Practice Development Coordinator	NPDU, CHI at Temple Street
Caitriona Dennehy	Nurse Tutor	CCNE
Dr Stacey Power Walsh	Lecturer/Assistant Professor	UCD
Dr Claire Magner	Lecturer/Assistant Professor	UCD
Caitriona Dennehy	Nurse Tutor	CCNE
Members of:		
A) The Short Life Working Group on Student Allocations		
B) CHI Nurse Education Committee		

8.0 Communication and training

All approved PPPGs will be available on the Qpulse system/Local repository. Heads of Department and Line Managers must ensure that their staff are aware of all PPPGs relevant to their role and have access to same. Where required, NPDCs and CPCs/PRCC/Clinical Coordinator will provide guidance and assistance to nursing staff and students involved providing or addressing feedback.

Raising a complaint / concern can be difficult for the individual. Nursing students and staff are advised of the support services available e.g. Student Support Services in the HEIs, EAP, CHI Professionalism Peer Support Team etc.

10.0 Companion documents

In following this guideline, nurses and nursing students will also take into account local/CHI PPPGs, including:

- Complaints Policy
- Social Media Policy

11.0 References and Related Documents

Please refer to grievance procedures and policies within each affiliated HEI.

CHI (2020) *Dignity at Work Policy*. Children’s Health Ireland, Dublin. Available on local repositories

CHI (2020) *Grievance Policy*. Children’s Health Ireland, Dublin. Available on local repositories

NHS (2022) *Definition of a complaint*. NHS Health Education England. Available at: <https://www.hee.nhs.uk/complaints/definition-complaint>

Nursing and Midwifery Board of Ireland (2016) *Nurse Registration Programmes Standards and Requirements*. Nursing and Midwifery Board of Ireland, Dublin.

Nursing and Midwifery Board of Ireland (2018) *Children’s Nurse Post-Registration Education Programmes Standards and Requirements*. Nursing and Midwifery Board of Ireland, Dublin.

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Appendix 1 Flow Chart for Raising and Addressing Feedback about the Clinical Learning Environment

