Family Nurse Partnership (FNP)

When a New Family Nurse (FN) Joins the Team

FNP Supervisor Flexible Learning Pack

March 2011
Introduction

Welcome to the Learning Pack: When a New Family Nurse (FN) Joins the Team

These learning materials are designed to enable you, as FNP Supervisor, to facilitate the initial learning of your new family nurse (FN). It is expected that you will use the materials in this pack to design and manage an induction and learning programme for your new nurse so that they can get started with FNP practice prior to undertaking the FNP core learning programme. Completion of the core FNP learning programme remains a licensing requirement for all FNs.

The learning in this pack is designed as a series of interactive exercises to explore a number of key areas of FNP practice, with notes for you in your role as the facilitator of the learning activities for the incoming FN. It should be used in conjunction with “Getting started with the Family Nurse Partnership Programme: Team Based Workbook 1” (TBW 1) that you worked through with your team when the team was first established. Where we feel there are exercises in TBW 1 specifically useful to sections in this learning pack, we have listed them.

It is expected that all existing team members support the learning of the incoming FN, guided by you as the supervisor. To this end, sometimes the activities in this pack involve just the new FN and yourself as Supervisor, at other points they involve other members of the FNP team. All activities are symbolised by a /. All materials for completion of these activities are within this pack and it is anticipated that you will share the materials for each activity with the FN as you guide her/him through each section. This will allow the FN to build a learning portfolio as s/he progresses through the flexible learning pack.

We have learned from Supervisors and FNs who have used the learning pack that joint visits with experienced FNs are a very effective way to consolidate all areas of learning. It is worth maximising the opportunity for the new nurse to undertake joint visits, where possible, and to reflect on the contents of each section through this process.

We have also included a schedule for completion of the learning pack on Page 4. This will assist you in setting adequate time aside for each section when drawing up the programme with the incoming FN and your team. This is followed by a table, which will allow the FN, and yourself to sign of each section as it is completed, the FN may wish to insert this into their learning profile. The timings indicated are approximations and we welcome feedback regarding the accuracy of these once you have completed this Learning Pack. The materials are offered in a loose-leaf folder to enable you to remove and use the relevant sections for each session.

Please support the incoming FN to access the further reading noted in each section. These will be referenced again in later training, delivered by FNP National Unit (N.U.) Team.
When a New Family Nurse (FN) Joins the Team

FNP Supervisor Learning Pack

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Chapter 1: Schedule for Completion of Flexible Learning Pack

Below is a timetable to support you and the FN to map out the schedule of learning for the FN. It is anticipated that the flexible learning pack will be completed within 4-6 weeks of the FN being in post. We would suggest that you follow this pattern of activities, even if you aren’t able to follow this specific timetable.

Hint: Where there are difficulties in getting the whole team together, consider a whole or half day away, and use some of the activities to structure your session.

Prior to the arrival of new FN:-

<table>
<thead>
<tr>
<th>Suggested Schedule of Learning</th>
<th>Who is Involved</th>
<th>Length of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange local mandatory training</td>
<td>Supervisor &amp; local training providers</td>
<td></td>
</tr>
<tr>
<td>Develop plans for a team welcome and local orientation programme</td>
<td>FNs &amp; Supervisor</td>
<td></td>
</tr>
<tr>
<td>Obtain a copy of the getting started learning pack from FNP N.U.</td>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Consider the re-allocation of clients, if possible discuss with outgoing FN</td>
<td>Supervisor &amp; outgoing FN (if possible)</td>
<td>2 hours</td>
</tr>
<tr>
<td>Become familiar with the FNP materials and facilitators designed to enable the transfer of a</td>
<td>Supervisor &amp; team</td>
<td>30 minutes</td>
</tr>
<tr>
<td>client from one nurse to another</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk to the team about the flexible learning pack and the involvement of the team</td>
<td>Whole team including the Administrator</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Chapter 3 - Supporting the Team when a New FN Joins the Team Activity 1 (Empty Chair Activity)</td>
<td>Whole team including the Administrator</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Discuss issues relating to a team member leaving and a new member joining the team in team</td>
<td>Whole team</td>
<td>1 hour</td>
</tr>
<tr>
<td>time (possibly with psychologist)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Week 1

<table>
<thead>
<tr>
<th>Suggested Schedule of Learning</th>
<th>Who is Involved</th>
<th>Length of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss orientation and mandatory training</td>
<td>Incoming FN &amp; Supervisor</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Welcome incoming FN and introduce the “getting started” book and flexible learning package</td>
<td>Incoming FN &amp; Supervisor</td>
<td>1 hour</td>
</tr>
<tr>
<td>Look at FNP learning needs assessment together</td>
<td>Incoming FN &amp; Supervisor</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Support incoming FN to register on FNP online</td>
<td>Incoming FN &amp; Supervisor</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Chapter 5 - Forget, Borrow &amp; Learn Activities 1 &amp; 2 (Making the Transition to a New Role and My Role Transition)</td>
<td>1. Incoming FN &amp; Supervisor, 2. Whole team</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Chapter 3 – Supporting the Team when a New FN Joins the Team Activity 2 (Shield Activity)</td>
<td>Whole team including Administrator</td>
<td>1 hour</td>
</tr>
<tr>
<td>Chapter 9 - Supervision in FNP Section 1, Activity 1 &amp; 2 (Mind Map and Supervision History)</td>
<td>Incoming FN &amp; Supervisor</td>
<td>3 hours</td>
</tr>
<tr>
<td>Chapter 7 - Strengths Based Working Activity 1 (Previous Experience in this Way of Working)</td>
<td>Incoming FN &amp; Supervisor</td>
<td>1 hour</td>
</tr>
<tr>
<td>FN works through Chapters 1 and 8 of the “Getting started with FNP” workbook and shares her/his reflections with the Supervisor</td>
<td>Incoming FN &amp; Supervisor</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
## Week 2

<table>
<thead>
<tr>
<th>Schedule of Learning</th>
<th>Who is Involved</th>
<th>Length of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 3 - Supporting the Team when a New FN Joins the Team Activity 3 (Boat Race)</td>
<td>Whole team including Administrator</td>
<td>1 hour</td>
</tr>
<tr>
<td>Chapter 11 – FNP Development in the UK Activity 1 (FNP Quiz)</td>
<td>Incoming FN with support from team</td>
<td>3 hours over 2 weeks</td>
</tr>
<tr>
<td>Chapter 9 – Supervision in FNP Section 2, Activity 1 (The Empty Chair)</td>
<td>Whole team</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Chapter 9 - Supervision in FNP Section 2, Activity 2 (Preparation and Observation)</td>
<td>Incoming FN, FN &amp; Supervisor</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Chapter 10 – The Use of Data in FNP Section 1, Activity 1 (Previous Experience in Using Data)</td>
<td>Incoming FN &amp; Supervisor</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Chapter 8 - Communication Styles in FNP Activity 1 (Directing, Guiding and Following) &amp; Activity 2 (Directing, Guiding and Following Contd)</td>
<td>Incoming FN &amp; Supervisor</td>
<td>2 hours</td>
</tr>
<tr>
<td>Chapter 4 - Supporting the Client When a New FN Joins Activity 1 (Team Discussion)</td>
<td>Whole team including Administrator (this will not involve all)</td>
<td>2½ hours</td>
</tr>
<tr>
<td>FN works through Chapters 2, 3 and 4 of the “Getting Started with FNP” workbook and shares her/his reflections with the Supervisor</td>
<td>Incoming FN &amp; Supervisor</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
## Week 3

<table>
<thead>
<tr>
<th>Schedule of Learning</th>
<th>Who is Involved</th>
<th>Length of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 11 – FNP Development in the UK Activity 1 (FNP Quiz)</td>
<td>Incoming FN with support from team</td>
<td>3 hours over 2 weeks</td>
</tr>
<tr>
<td>Chapter 7 - Strengths Based Working Activity 2 (Looking at What is Different in this Way of Working to Previous Work)</td>
<td>Whole team</td>
<td>1 hour</td>
</tr>
<tr>
<td>Chapter 7 - Strengths Based Working Activity 3 (Boardroom Bingo)</td>
<td>Whole team including Administrator</td>
<td>1 hour</td>
</tr>
<tr>
<td>Chapter 8 - Communication Styles in FNP Activity 3 (Informing, Asking and Listening)</td>
<td>Incoming FN &amp; Supervisor</td>
<td>2 hours</td>
</tr>
<tr>
<td>Chapter 9 - Supervision in FNP Section 4, Activity 1 (Supervision Agreements and Next Steps)</td>
<td>Incoming FN &amp; Supervisor</td>
<td>3 hours</td>
</tr>
<tr>
<td>Chapter 10 – The Use of Data in FNP Section 2, Activity 1 (When and Why to Collect)</td>
<td>Whole team</td>
<td>1½ hours</td>
</tr>
<tr>
<td>FN works through Chapter 5 of the “Getting Started with FNP” workbook and shares her/his reflections with the Supervisor</td>
<td>Incoming FN &amp; Supervisor</td>
<td>2 hours</td>
</tr>
<tr>
<td>Chapter 6 – Familiarising your FN with FNP Materials Activity 1 &amp; 2 (Confidence Finding FNP Materials)</td>
<td>Whole team including Administrator</td>
<td>1½ hours</td>
</tr>
</tbody>
</table>

Remember to consolidate the learning by encouraging discussion on the content of each section when undertaking joint visits.
### Week 4

<table>
<thead>
<tr>
<th>Schedule of Learning</th>
<th>Who is Involved</th>
<th>Length of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 9 - Supervision in FNP Section 3, Activity 2 (Case Presentation and the Kolb Cycle)</td>
<td>Whole team</td>
<td>1½ hours</td>
</tr>
</tbody>
</table>
| Chapter 10 – The Use of Data in FNP Section 3, Activity 1 (Understanding and Using Data Forms) | 1. FN & Supervisor  
2. FN & Administrator | 3 hours                                      |
| Chapter 7 - Strengths Based Working Activity 4 (Identifying FNP Materials that Look for Strengths Within a Client) | Incoming FN & Supervisor | 2 hours           |
| Chapter 8 - Communication Styles in FNP Activity 4 (Terms to Understand)            | Incoming FN & Supervisor                  | 2 hours           |
| Chapter 6 – Familiarising your FN with FNP Materials Activity 3 (Resources and Materials) | Whole team including Administrator | 1½ hours           |
| FN works through Chapters 6 and 7 of the “Getting Started with FNP” workbook and shares her/his reflections with the Supervisor | Incoming FN & Supervisor | 2 hours           |
## Chapter 2: Table for Completion of Flexible Learning Pack

Below is a table, which will allow you and the FN to sign each section as it is completed. The FN may wish to insert this into their learning profile.

<table>
<thead>
<tr>
<th>Title of Section</th>
<th>Time Required to Complete Each Section</th>
<th>Who is Involved in the Section</th>
<th>Date to be Completed</th>
<th>Signature of Supervisor and FN when Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Learning Pack</td>
<td>1 Hour</td>
<td>Supervisor FN</td>
<td></td>
<td>Signature:</td>
</tr>
<tr>
<td>Supporting the Team when a New FN Joins &amp; Supporting the Client when a New FN Joins</td>
<td>3½ Hours</td>
<td>Supervisor Team FN</td>
<td></td>
<td>Signature:</td>
</tr>
<tr>
<td>Supporting the Client when a New FN Joins</td>
<td>1 Hour</td>
<td>Supervisor Team FN</td>
<td></td>
<td>Signature:</td>
</tr>
<tr>
<td>Making the Transition to a New Role</td>
<td>2½ Hours</td>
<td>Supervisor Team FN</td>
<td></td>
<td>Signature:</td>
</tr>
<tr>
<td>Familiarising your Family Nurse (FN) with FNP Materials</td>
<td>4 Hours</td>
<td>Supervisor Team FN and support from external trainers</td>
<td></td>
<td>Signature:</td>
</tr>
<tr>
<td>Strength Based Working</td>
<td>5 Hours</td>
<td>Supervisor FN</td>
<td></td>
<td>Signature:</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Title of Section</th>
<th>Time Required to Complete Each Section</th>
<th>Who is Involved in the Section</th>
<th>Date to be Completed</th>
<th>Signature of Supervisor and FN when Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Styles in FNP</td>
<td>6 Hours</td>
<td>Supervisor Team FN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision in FNP</td>
<td>10½ Hours</td>
<td>Supervisor Team FN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Use of Data in FNP</td>
<td>9 Hours</td>
<td>Supervisor Team FN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNP Development in the UK</td>
<td>3 Hours</td>
<td>Supervisor FN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 3: Supporting the Team when a New Family Nurse (FN) Joins

Teams are not static entities, they are constantly adjusting and adapting, as the lives of members and the shape of the team changes. Including a new member in any team takes thoughtfulness and adjustment from both existing and incoming team members.

This first section of the learning pack contains a set of activities that will support you in your planning for a new FN joining and adjusting to your team, as well as exercises for you as a team to reflect on how you have worked together up until now. It will also help you support each other with this transition and setting new goals for the future.

**Key Things to Consider Before the Incoming FN Joins the Team**

In advance of the FN joining the team, there are several preparatory activities that the team can undertake to maximise the learning experience for both incoming FN and the team. In addition, there will be extra activities that you will need to accommodate during this initial learning period eg local induction, learning needs assessment completion. It might be helpful to draw up a short action plan to ensure this preparatory work is completed in advance and ensure that everybody is clear on his or her/his role. Some guidance is offered below, and no doubt, your team will have other ideas on what else to include in your planning. We have included approximate timings for each exercise that should assist you with your preparation.

Use the “Schedule of Learning” on Page 4 to support you with the planning and timing of the programme.
<table>
<thead>
<tr>
<th>Action Required</th>
<th>Rationale/Why!</th>
<th>Who, When and Time!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Deciding on “who does what” to support the incoming FN with the Learning Pack and aims of the learning</td>
<td>Clarifying roles in advance to support this process helps with time management and planning workload</td>
<td></td>
</tr>
<tr>
<td>2. Ensuring that the Learning Pack is completed within the first 4-6 weeks of FN joining the team</td>
<td>The earlier this learning pack is jointly completed the more confident the incoming FN will feel</td>
<td></td>
</tr>
<tr>
<td>3. Establishing other training/learning requirements, including mandatory training dates as guided by the local organisation</td>
<td>Organisational training may be at various locations that will need to be taken into consideration when planning. Where possible advanced knowledge of this will help with team planning</td>
<td></td>
</tr>
<tr>
<td>4. Developing an orientation programme to the geographical area and relevant services within it</td>
<td>Will ensure early familiarity with community and identify key personnel to link in with</td>
<td></td>
</tr>
</tbody>
</table>
| 5. Allocation of workload by Supervisor Possible things to consider when allocation workload:  
  ➢ Least vulnerable clients  
  ➢ Minimum number of clients  
  ➢ Least likely to disengage  
  ➢ Mixed caseload to include clients at different stages of programme | Minimise risk of attrition and disengagement of more vulnerable families. Avoid overwhelming the incoming FN with new caseload. Support wider team through careful distribution of workload |                     |
<p>| 6. Using the “Learning Needs Assessment” to identify HCP learning experiences, needs and preferences | Pinpointing specific areas of learning that will be useful in prioritising support required |                     |
| 7. Involving outgoing FN in the handover process and preparation of clients in identifying future FNP support. Use the new facilitators with the client to ensure they are included and discussed (available on FNP online) | Useful in supporting clients to express their preferences for future FN support. Increased understanding of client preferences for incoming FN |                     |
| 8. Consult with the Psychologist regarding the process of team support with new member joining | Helpful in supporting team with any anxieties in a safe environment, and any facilitation processes that may be required |                     |</p>
<table>
<thead>
<tr>
<th>Action Required</th>
<th>Rationale/Why!</th>
<th>Who, When and Time!</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Linking with other new and incoming FNs</td>
<td>Support mechanism. Feedback process for FNP National Unit (N.U.) in ensuring new FNs adequately supported</td>
<td></td>
</tr>
<tr>
<td>10. Support with the registration process for FNP online</td>
<td>Helpful in assisting the new FN make links with others and access the literature/materials from FNP N.U. and other FN Teams</td>
<td></td>
</tr>
<tr>
<td>11. Familiarising your Incoming FN with FNP programme materials</td>
<td>“Getting started with FNP”, programme materials. Useful to familiarise in advance, including “live” examples from team members as well as external facilitators</td>
<td></td>
</tr>
<tr>
<td>12. Complete a UK004A for all clients being transferred from the old FN (copy at rear of chapter for your information)</td>
<td>To update the FNP information system and keep all records up to date</td>
<td></td>
</tr>
<tr>
<td>13. Complete a UK053 for the incoming FN regarding current qualifications</td>
<td>To update the FNP information system and keep all records up to date</td>
<td></td>
</tr>
<tr>
<td>14. Complete a UK056 for the outgoing FN</td>
<td>To update the FNP information system and keep all records up to date</td>
<td></td>
</tr>
</tbody>
</table>
The following learning materials will help the team explore their feelings about a FN leaving the team and/or a new FN joining. It also allows an opportunity for the team to revisit their goals and provides an opportunity for teambuilding with the new member.

This chapter contains 3 activities:-

- Saying goodbye and preparing to meet the new FN.
- Teambuilding.
- Looking at what makes a team work well together.

_Saying Goodbye and Preparing to Meet the New FN_

The aim of this activity is to:-

- Explore as a team the different feelings you may have about a FN leaving as well as a new FN joining your team. This session aims to provide an opportunity and space for the team to explore their feelings and thoughts about saying goodbye to a member of their team and preparing to meet their new team member.

This activity should be completed before the new team member begins and is an activity for the whole team.
Activity 1

The Empty Chair

This activity is called the empty chair exercise and you may have already had an opportunity to use this exercise in your team skills practice before.

As the Supervisor, your role will be to set up and facilitate this exercise. Remember that the focus of learning is to allow the FNs an opportunity to explore their feelings about the changes within the team.

In order to begin, you will need to find an area that has sufficient space and chairs to facilitate this exercise. You will need two extra chairs, aside from the chairs for your team members. Place the chairs so that the FNs are sitting close to each other and facing them is an “empty chair”.

Invite the team to take a chair within the main body of chairs and then clearly explain the aim of the exercise, which is to:-

- Share any thoughts or feelings the FNs may be experiencing about a team member leaving and a new team member joining.

It is important to emphasise to the FNs the safety of this exercise as an opportunity to explore these feelings within a safe space.

Invite the FNs to use the “empty chair” to share with the team their thoughts or feelings, just stating one thought or feeling and then returning to their chair. Each FN can say as many individual thoughts or feelings as they choose. As the facilitator, it is important to recognise and support each individual’s participation in the exercise in a sensitive way promoting an environment of nurturing and safety.

When you feel that this part of the exercise has come to a natural end, tell the group that you are going to move the empty chair to another part of the room.

Invite the FNs to then use the “empty chair” as a space to share with the group, ideas and thoughts about how the team can adapt to this change and support the incoming FN to feel part of this team. Ask the FNs to share any hints and tips that they have learnt on their FNP journey about managing transitions.

As the facilitator of the session, it is important for you to “hold onto” key themes and ideas, anxieties or thoughts. This will therefore allow you to be able to reflect and summarise the session and some of the learning that has taken place throughout the session. You may want to note these on a flipchart during the exercise and formulate an action plan to help the team plan for the incoming FN (this plan will support your pre-planning for the arrival of the incoming FN).

Thank the group for their participation and for sharing their experiences, thoughts and ideas.
This is an activity for the whole team.

It is estimated that this exercise will take approximately 1½ hours to complete.

**Teambuilding with your New FN**

The activity aims to:-

- Provide an opportunity to learn about each other and the qualities everyone brings to the team.
- To identify a collective team goal in the short term.

This activity should take place when the new FN joins the team and is an activity for the whole team.

**Activity 2**

**The Shield Exercise**

This is a team activity where each team member is required to create a shield that encourages the FNs to share experiences, future hopes and aspirations.

A template for the shield is provided at the end of this section on Information Sheet 1. Each team member is asked to complete the shield and then share what he or she have written with the rest of the team then add their comments to a large team shield and celebrate the attributes listed. Once everybody has included a “hope for the team for the future”, you need to condense this to one “collective” hope through discussion and consensus.

This process requires facilitation by you and is an opportunity for you and the FNs to reflect and think about the skills and attributes each brings to the team. The activity should feel none threatening and each FN feel able to share as much or little as they feel comfortable.

You will need flipchart paper, marker pens and blutack.

It may be worth considering pinning up your work and leaving it up for a period so that the team has time to reflect.

This is an activity for the whole team.

It is estimated that this exercise will take approximately 1 hour to complete.
What Makes a Team Work Well Together?

This aim of this activity is to:-

- Encourage the team to consider the things that make a team work well together.

Activity 3

“Boat Race” Exercise

This is an activity where the whole team works together to consider good team working and apply the principles of positive team dynamics to their own future working together.

The process requires facilitation from you and will allow the team to think about how to achieve their goals individually and collectively. Information Sheet 2 with prompts that may be helpful is at the end of the section.

You will need flipchart paper, marker pens and blutack.

Ask the team to consider “what it is that makes Cambridge or Oxford rowing team win the boat race”.

Once the exercise is completed and all ideas fully explored a discussion should be facilitated on how the team can use the positive attributes drawn out from the previous session (shield exercise) to celebrate the skills within the team.

You could use prompts such as those below to begin the discussion:-

- How do our different skills and attributes contribute to the success of this team?
- How can we support each other to make the best of each other’s skills for the benefit of the whole team?
- How can we ensure that each member’s contributions are recognised and valued?

This will help the team to recognise the attributes and skills that they bring to the team that promote good team working.
Again, it may be worth considering pinning up your work and leaving it up for a period so that the team has time to reflect and be reminded of how teams can function to a high level.

This is an activity for the whole team.

It is estimated that this exercise will take approximately 1 hour to complete.
Suggested Reading


Supporting the Team when a New Family Nurse (FN) Joins

Information Sheet 1: Shield Exercise

ONE HOPE “WE” HAVE FOR THE TEAM

<table>
<thead>
<tr>
<th>Personal (&amp; happy to share)</th>
<th>Professional Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>A key attribute you bring to the team</td>
<td>A personal aspiration I have in this role</td>
</tr>
</tbody>
</table>
Supporting the Team when a New Family Nurse (FN) Joins


- Appropriate training and preparation
- Having the right team members
- All knowing the direction of travel – i.e. how much effort is required to get to the finishing line
- Leadership from cox/leader respect and trust for the instructions given
- Agreeing shared goals
- Organisational support
- Maintaining enthusiasm
Chapter 4: Supporting the Client when a New Family Nurse (FN) Joins

An Introduction to the use of Guidance Materials

The aim of this chapter is to:

- Support both the outgoing FN, the incoming FN and the client consider and manage a ‘positive ending’ and ‘new beginning’ within relationships.
- Familiarise both the outgoing FN and incoming FN with the materials that will facilitate this process.

Whilst the FNP is designed to ensure continuity of a relationship between FN and client, when a family nurse leaves for any reason, the transition to another nurse should be as easy for the client as possible. This means that the client should feel that she is central to decision-making regarding this transition and that she has some control of the process.

This chapter contains 1 activity:

- Team discussion to explore the materials and consider the clients emotions during this period of transition.

These materials are designed to support this transition of a client and family from one FN to another and should be used when the family nurse begins to introduce the idea of transition to a new FN. Whilst some clients will find this transition a straightforward and unchallenging process, others will find it more difficult. This latter group may need help to explore the emotional impact of this change and consider how they will manage this, with the support of both the outgoing and incoming FN.

The materials identified here to use with clients are designed to enable:

- The exploration of the client’s thoughts and feelings concerning this transition.
- Sharing of information for the client/family regarding the transition process.
- Materials to support a good ending of the relationship with the outgoing FN.
- Materials to support the client being able to state how she wants the transition process to be handled and how she would like the incoming nurse to manage the FN visits with her.
Summary of materials:-

- Information sheets for client (and partner) “saying goodbye” and “saying hello”.
- Testimonial from outgoing FN.
- Facilitators for client (and partner) “saying goodbye and hello to my Family Nurse”.
- Facilitator for incoming nurse and client re agreement on working together “getting to know my new Family Nurse”.
- UK004A “Change of Client/Child Status Form” will need to be completed as the new FN begins work with clients to update the FNP information system.

Prior to using these materials Supervisor and incoming and outgoing FN, need to have an agreed process for transferring the client to the incoming FN. It is worth considering and sharing dates for this in advance and ensuring all are familiar with these materials.

All these materials can be supported by a number of other FNP and PIPE materials to help the client explore findings etc. All these materials are available from FNP online and are copied overleaf for your convenience.

Activity 1

Team Discussion

This activity aims to

- Encourage the whole team to review and consider the materials offered to support the transition of a client’s care from one FN to another.

In the activity, the Supervisor will bring all of the materials to a team meeting and ask the group to work together to explore the materials and brainstorm some key factors that they think are important to consider when introducing the materials to the clients.

During this activity, the Supervisor can facilitate a discussion to explore how this transition may feel for the client and their child (if in Infancy or Toddlerhood). This may support the FNs to understand some of the emotions that the client or their child may be feeling during this transition.

This is an activity for the whole team

It is estimated that this exercise will take approximately 1 hour to complete.
Saying Goodbye and Hello to my Family Nurse (FN)

The best things about my family nurse are…

I like the way she/he…

When we first met, I remember these things …

The things about her/him I will miss are …

The things I remember about our visits together are …
The things I will gain from having a new family nurse are …

The things I want to keep doing in my family nurse visits are …

The things I want to do differently in my family nurse visits are …
Getting to know my New Family Nurse (FN)

The things I hope to achieve with my new Family Nurse are …

Here are some ways I can help my new nurse to:-

1. Get to know me …

2. Help us to work together …

so that we can get to know each other, I would like my new nurse to begin by visiting me every …

I would like my new nurse to contact me by …

I would like our visits to be …
Things I definitely want in my family nurse visits are …

Things I definitely don’t want in my family nurse visits are …
Your Strengths and Achievements

A Testimonial from your Family Nurse (FN) when she/he is Leaving

When we first met, I noticed that you had these strengths and qualities …

In the time we have been working together, you have developed these strengths even further by …

We have worked together in our visits on the following areas:-

- Your health and the health, growth and development of your child.
- Managing your home and being part of your community.
- Your ambitions and how you can achieve them.
- Being a parent.
- Your family’s health and wellbeing.
- Other community services that may be useful to you.

You have used this learning in so many ways!

I have been particularly impressed by the way that you have used your learning to …

Your hearts desires, aspirations and goals during our time together have been …

You have worked towards these by …
Over the time I have been visiting you and I have noticed these changes in you …

I have been impressed by the way you …

The strengths and talents you have now are …

It has been a privilege to get to know and work with you. Thank you for all your hard work, attention and motivation.
Saying Goodbye, now that your Family Nurse (FN) is Leaving … and Saying Hello to your New Family Nurse (FN)

As you know, your FN is leaving. Because of this, you will need to say goodbye to each other and you will need to get to know a new FN. Change is not always easy, especially when it involves saying goodbye and meeting new people. As you make this change from one nurse to another, we want you to feel that you are making the decisions about how this change happens, along with your FN.

We would like to make sure that you have a chance to say a proper goodbye to your FN and have some time to think about how you would like to get to know and have visits with your new FN.

Saying Goodbye

Saying goodbye can be hard to do, but it is an experience that we all go through. Even though this may be a sad occasion for us, we can work to make both our goodbye as graceful as possible, so that we both have the best experience possible. Let us share our answers to the following questions and then discuss them.

What Does Saying Goodbye Offer Us?

It gives us a sense of closure, a feeling that this chapter of our life has finished. This provides us with an opportunity to start a new chapter.

What Makes a “Graceful” Goodbye?

A “graceful” goodbye consists of time set aside to say what we need to (or want to) say to each other. This can include what the relationship has meant to us and what we have gained from knowing each other. It is made with warm wishes for each other’s future.

What Happens if we Don’t Get to Say Goodbye?

Without a proper goodbye, we can be left dangling with unanswered questions, such as “what happened?”, “what went wrong?”, “why did she leave without saying goodbye?”. Without a proper goodbye, we can be left feeling confused, sad, angry and frustrated.

Our Special Goodbye

When we talk about the end of our relationship, let us remember our experiences together, let us talk about what we have learned from each other and what we would wish for each other in the future.

Remembering the positives, praising your successes
Celebrating the good times, sharing our feelings …
These help make a graceful goodbye!
**Saying Hello to your New Family Nurse (FN)**

**Preparing for a New Family Nurse (FN)**

It is important that you have time to think about how you want to be introduced to your new FN, what you want to tell her/him about yourself and how you would like your visits with her/him to be. We would like your views and wishes to be at the forefront as you prepare to say goodbye to one FN and say hello to another.

**Introductions**

Most clients like their outgoing FN to introduce them to their new FN. This allows them all to share their thoughts feelings and experiences openly together. If this isn’t the way you would like it to be for you, please let your FN know.

**Saying Hello**

Your new FN will want to get to know you (and others in your family) and you will want to get to know her/him. During this time, you may want to have visits more often, or work on specific topic areas. Let your FN know what you would like to make this change as easy for you as possible and we will do our best to make it happen!

**A New Relationship**

Developing a new relationship can be challenging, but can also be an opportunity for new learning, about yourself and another. You may want to think about what you would say about yourself now. How would you introduce yourself? What would you say your achievements are? How do you like to get to know someone? What do and don’t you like in relationships?

Use this new relationship as a chance to think about how you present yourself to others. Being able to do this confidently will help you whenever you go into new environments, in work or college for example.

**Although goodbyes can be difficult, saying hello and getting to know someone else can be an exciting opportunity.**
UK004A Change to Client/Child Status Form

Client ID

Infant ID

Nurse ID

Date

Client Name

Infant Name

Nurse Name

Reason for change of status (check only one):

- Amended EDD following scan
- New family nurse assigned (same site)
- New family nurse assigned (new site)
- Foetus/child identified as child in need
- Foetus/child subject to a child protection plan
- Child taken into care
- Client change of address (within site area)
- Father/main carer
- Infant born
- Other (please describe)

New EDD

New Nurse ID

New Nurse ID
Chapter 5: Making the Transition to a New Role - Forget, Borrow and Learn

The aim of this chapter is:

- For the Supervisor to support the nurse as she/he undergoes the role transition from their previous role, to that of FN.

Role transition is a challenging time for all of us, as we struggle with “not knowing” about a role, when we have probably been used to being an “expert”. The Supervisor will be supporting the new nurse to “live with” the discomfort of not knowing and encouraging her/him to use this position to be curious with those around her/him and resist falling into old patterns of behaviour. Early testing of this learning pack showed the importance of completing this exercise with the incoming nurse very early on in the induction process.

This chapter contains 2 activities:

- Making the transition to a new role.
- My role transition

\[Activity 1\]

This activity aims to:

- Encourage the FN to reflect on their transitional stage and consider old patterns of behaviour and thinking that they will want to leave behind, useful knowledge and skills she already has for this new role and new learning she will need to become proficient in the FN role.

This activity takes the form of a worksheet and simple instructions for the FN (see Information Sheet 1 at the rear of this section).

The Supervisor should encourage the FN to return to the worksheet, and add to it, at various stages of her/his induction process. The Supervisor should also ask the FN to discuss his/her reflections with the Supervisor at similar time points. This will allow the Supervisor to evaluate the FNs learning regarding the FN role, their level of reflection and the stage of their transition to the FN role, and match the contents of this pack and other learning activities accordingly.

This activity is for the incoming FN to complete with support from the Supervisor.

\[\]

It is estimated that this exercise will take approximately 1½ hours to complete over a week or 2 weeks.
Activity 2

This activity aims to:

- Encourage all the FNs in the team to reflect on their transition to the FN role, sharing old patterns left behind, useful knowledge and skills brought with them to this role and new learning they have needed to become proficient in the FN role.

In this activity, the Supervisor will ask all FNs in the team to look back at their “forget, borrow and learn” activity sheets, completed during the FNP training. This will act as a reminder of the different stages of transition they have experienced. This could be shared prior to the new FN arrival to remind the team of the learning journey they have experienced, or to aid discussion with the new FN.

The whole team, including the incoming FN, will then complete the activity sheet “My Role Transition” based on their current understanding of the role and its demands.

The Supervisor will then ask all team members to share their reflections on their transition into this role and share their current reflections via the activity sheet “My Role Transition” (Information Sheet 2).

This is an activity for the whole team.

It is estimated that this exercise will take approximately 1 hour to complete.
Making the Transition to a New Role - Forget, Borrow and Learn

Information Sheet 1: Activity Sheet for Incoming Family Nurse (FN)

The transition to a new role is a time of great opportunity as it enables you to re-consider the ways in which you approach professional practice. Many family nurses have found that their transition into this role brings special opportunities, as the role has many differences to traditional community nursing or midwifery models. However, being in a new role can also be destabilising, as it puts you back into the position of the novice, when you are probably used to being an expert. Many nurses also find this aspect of transition is heightened within FNP as the role, approach; materials and supervision are all unfamiliar.

As you begin working within FNP, you will realise that there is a lot to learn. No-one can be expected to learn everything all at once, and you will need to spend some time in the position of “not knowing” in relation to a number of areas of FNP practice, until you have been able to access all the FNP training. However, uncertainty is a good place for learning and reflecting and we would encourage you to be curious, both about how you feel about this state and what you need to learn in order to gain insight into new areas.

In times of uncertainty, however, it is tempting to fall back into old patterns of behaviour and thinking, as this brings comfort. This activity asks you to become very aware of this temptation and consider how you can use both role transition and uncertainty as active states for learning and reflection.
Making the Transition to a New Role - Forget, Borrow and Learn

Information Sheet 1: Activity Sheet for Incoming Family Nurse (FN) (Contd)

Activity Sheet for Incoming Family Nurse (FN)

The things I will have to forget about my old working practices, approaches, ways of thinking etc are…

The valuable knowledge, skills and attitudes that will be useful to me in this new role are…

The things I am most curious about in relation to my new role are…

The things I am most anxious about in relation to my new role are…..

I plan to make my uncertainty a positive experience for learning by…

I would like to learn about the following in order to develop confidence in this role…
Making the Transition to a New Role - Forget, Borrow and Learn

*Information Sheet 2: Team Activity: My Role Transition*

As a FN/Supervisor, the things I have needed to forget, borrow and learn to adopt this role are…

<table>
<thead>
<tr>
<th>Forget…</th>
</tr>
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<table>
<thead>
<tr>
<th>Borrow…</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learn…</th>
</tr>
</thead>
</table>
Chapter 6: Familiarising your Family Nurse (FN) with FNP Materials

The aim of this chapter is to:-

- Familiarise your FN with the FNP materials prior to commencing core FNP core training.
- Introduce the FN in a “staged” way to all the materials that they require to undertake the role.

This chapter contains 3 activities:-

- Gaining understanding and layout of FNP materials.
- Gaining confidence with the facilitators.
- Becoming familiar with resources.

Allocate an area of FNP education materials to each member of the team and advise each FN to support their new colleague in increasing their understanding of how and when to use the materials. Where possible the FN should be given an opportunity to see the materials used in “live” situations.

Note: Remember how you felt when introduced to all the new learning and accompanying materials! Try to choose the areas for learning in a phased way, starting with materials the FN may feel more familiar with or may have seen before. There are some materials that may need to be introduced in a more staged way, for example PIPE, to reduce the potential for overload.

We would suggest that you tailor this input in relation to the stage of the programme the incoming nurse will be delivering. For example, if a new nurse is beginning work with clients in early pregnancy, she will not need to learn about PIPE at this stage. The key areas to be covered could include:-

- The Pregnancy, infancy and toddler guidelines
- Antenatal health checklist
- Home visit forms
- Pregnancy book and Birth to Five
- Relevant supporting literature/leaflets
- Local literature used
- Resources used by the team
This activity should be completed with input from the all team members and is an activity for the incoming FN.

**NB. Because these activities support the nurse to consider use of FNP materials in practice, it is important that she/he has worked through some of the activities on strength based working and communications styles to support her/his understanding.**

**Activity 1**

This activity aims to:-

- Support the incoming FN to gain confidence finding FNP materials.

Ask the FN who you have identified to support the incoming FN to show the incoming FN where the FNP guidelines are stored and to introduce the layout of the materials. Then ask the incoming FN to locate the following in each of the guidelines, referring to the supporting FN for any questions. (These are listed on Information Sheet 1 for the incoming FN.)

- Indexes
- Educational materials and facilitators (and the differences between them)
- Materials required section
- Menu and sort cards
- Smart choices
- Home visit forms
- Antenatal checklist

Following the search through the layout of the materials, ask the existing FN to work with the incoming FN to share with them how they use the materials listed above in practice. Perhaps they could think together about:-

- How they might introduce the materials to the clients.
- How different clients have responded to the materials and discussions which have emerged.
- What have they found that works well.

This is an activity for the incoming FN with support from an existing FN.

It is estimated that this exercise will take approximately 1½ hours to complete.
Activity 2

This activity aims to:-

- Support the incoming FN become more familiar with the facilitators and how they may be used in practice

Following Activity 1, ask the FN to find a number of specific facilitators.

- Building a baby’s brain
- How is it going between us?
- The many hats of parenthood
- Things I can do for a smarter and happier baby
- Communicating Limits to Young Children
- Smart choices: Negotiation

Information Sheet 2 at the rear of this section provides the FN with the list of which facilitators to look for.

When the FN has had the opportunity to find the facilitators listed above ask the FN to pick five other facilitators that they really noticed whilst on their search through the materials and to list them on Information Sheet 2.

Then ask the FN to think about the facilitators that they chose and ask the FN to reflect as to why they chose those particular facilitators. A number of prompt questions have been offered on Information Sheet 2 to help the FN with their reflections.

Following the nurses reflection have a discussion with the FN to try to understand the FN thoughts about the facilitators and how they may be used in practice.

This is an activity for the incoming FN with support from Supervisor.

It is estimated that this exercise will take approximately 2½ hours to complete.
Activity 3

This activity aims to:-

- Support the incoming FN to gain an understanding of national and local generic resources used and materials to support the delivery of the FNP programme.

Allocate a FN to support the incoming nurse with this activity.

Ask the incoming FN to familiarise themselves with the national and local resources, namely the leaflets and resources that you as a team often use and as supported from the implementation guidance in the FNP programme.

Encourage the FN to think about when these resources may be used within the delivery of the programme and to reinforce this by asking them to look in the facilitator manuals to see when these resources are identified as helpful to use.

The second part of this activity is to help the FN become aware of equipment that the team uses and where it is stored. A list of possible equipment to ask the FN to look for is listed below but you may want to adapt this to your local team:-

- Dolls
- Pelvis model
- DVD and camera
- Congratulations cards
- Baby weighing scales
- Length measure mat

Information Sheet 3 is available for your use at the rear of the section to support you with this activity.

This is an activity for the incoming FN with support from the team.

It is estimated that this exercise will take approximately 1 hour to complete.
Familiarising your Family Nurse (FN) with FNP Materials

Information Sheet 1: Gaining Confidence with the FNP Materials

➢ Hunt through the pregnancy guidelines, and try to find:-
  ➢ The layout
  ➢ Indexes
  ➢ Educational materials and facilitators (and the differences between them)
  ➢ Materials required section
  ➢ Menu and sort cards
  ➢ Smart choices

A FN from the team will be available to help you with your search, and they will support you by sharing and discussing their experiences with you in relation to the following questions:-

➢ How they might introduce the materials to the clients.
➢ How different clients have responded to the materials and discussions which have emerged.
➢ What have they found that works well.

Are there any other questions you may want to ask the FN?

Questions

➢
➢
➢
➢
Information Sheet 2: Gaining Confidence with the FNP Materials

Can you try to find these specific materials?

Do not forget to use the indexes to help you:-

- Building a baby’s brain
- How is it going between us?
- The many hats of parenthood
- Things I can do for a smarter and happier baby
- Communicating Limits to Young Children
- Smart choices: Negotiation

While you are doing your search, pick out five other facilitators that you noticed and take some time to reflect and answer the questions below for each facilitator.

When you have completed your reflection, discuss your ideas and thoughts with your Supervisor.

Reflective Questions:

Facilitator 1: Title:

What made me pick this facilitator?

Are there any questions I would like to ask about this facilitator?

What did I really like about this facilitator?

When or how could I imagine using this facilitator?
Facilitator 2: Title:

What made me pick this facilitator?

Are there any questions I would like to ask about this facilitator?

What did I really like about this facilitator?

When or how could I imagine using this facilitator?

Facilitator 3: Title:

What made me pick this facilitator?

Are there any questions I would like to ask about this facilitator?
What did I really like about this facilitator?

When or how could I imagine using this facilitator?

Facilitator 4: Title:

What made me pick this facilitator?

Are there any questions I would like to ask about this facilitator?

What did I really like about this facilitator?

When or how could I imagine using this facilitator?
Facilitator 5: Title:

What made me pick this facilitator?

Are there any questions I would like to ask about this facilitator?

What did I really like about this facilitator?

When or how could I imagine using this facilitator?
Familiarising your Family Nurse (FN) with FNP Materials

Information Sheet 3: Gaining Confidence with the Resources

Can you find…

- Dolls
- Pelvis model
- DVD and camera
- Congratulation cards
- Baby weighing scales
- Length measure mat
- PIPE materials

What if anything else did you find?

Do not forget to ask the FN who is supporting you with this activity to share with you when and why they might use the resources you have found.
Chapter 7: Strength Based Working

The aim of this chapter is to:-

- Support the incoming FN to understand the underpinning philosophy of working with a client’s “strengths” and to help the Supervisor be clear about the FN’s level of understanding of the principles of strength based working. It will also act as a refresher for the team to revisit the principles of a “solution focused” approach.

This chapter contains 4 activities relating to:-

- Ascertaining previous experience in this way of working.
- Looking at what is different in this way of working to previous ways of working.
- Clarifying terminology.
- Identifying FNP materials that look for strengths within a client.

Activity 1

Previous Experience in this Way of Working

This activity aims to:-

- Increase the knowledge base of the incoming FN in advance of undertaking the subsequent reflective exercise.
- Ascertain current previous project experience of working in a strengths based approach.

Direct the incoming FN to “Therapeutic Relationships” section in TBW 1. It is important that the Supervisor establishes the FN understanding of the reading and whether the FN has incorporated this way of working in previous roles. To help with this discussion suggested prompt questions are listed on the Information Sheet 1 at the end of this section.

This activity is for the incoming FN to complete with support from the Supervisor.

It is estimated that this exercise will take approximately 1 hour to complete.
Activity 2

Looking at What is Different in this Way of Working to Previous Work

This activity aims to:-

- Promote an opportunity for all team members to reflect on the more traditional styles of supporting clients and share how an FNP approach differs.
- "Bring to life" FNP by sharing real life examples and success stories.
- Help the new FN consolidate knowledge regarding strength based working.

This exercise involves all the FNs in the team and the feedback is facilitated by the Supervisor. Each FN is given a sheet with prompt questions (Information Sheet 2) and is asked to fill them in and share their comments collectively. This is an opportunity to facilitate a discussion with the whole team to share the nurses learning with respect to strength-based working. During the discussion, you can note the key learning points on a flipchart.

Following the first activity, the Supervisor and the incoming FN can think about the shared learning and complete Information Sheets 3 together to help consolidate the learning. A checklist to support the incoming FN’s understanding has also been provided for their learning portfolio.

This is an activity for the whole team.

It is estimated that this exercise will take approximately 1 hour to complete.
Activity 3

Clarifying Terminology: Boardroom Bingo – “A Strength Based Approach”

This activity aims to:-

- Explore the new concepts discussed, in a positive learning environment and to describe in “plain English” what is meant by terms that may be new to the incoming FN.
- Encourage all team members to revisit “what is meant” by the terms we use.

Pin up a large piece of flipchart paper in a prominent place, with some of the words we use when we think about strength based working.

Over a 2-3 day period, encourage the team to add their comments to the flipchart. Comments can be anything that they feel would be helpful such as “it takes a while to grasp” or “it is a bit like…” or “it sounds harder than it is”.

An Information Sheet 4 is at the end of this session to assist you with this part of the learning pack.

You can offer encouragement to your team by offering a prize for the most innovative description and supporting comment!

This is an activity for the whole team.

This activity can be undertaken alongside the other 2 activities and it is estimated that this exercise will take approximately 1 hour to complete.
Activity 4

Identifying FNP Materials that Look for Strengths within a Client

This activity aims to:-

➢ Introduce the FN to FNP materials that are used specifically to identify strengths within a client.

Ask the incoming FN to look through the visit guidelines for pregnancy, infancy and toddlerhood and identify 5-10 facilitators that focus on the clients’ strengths.

Use these facilitators as the focus of discussion about using strength based approach in FNP and to address any learning needs that have arisen at this part of the learning pack.

It will be helpful to the incoming FN to see various examples from all team members of facilitators that they would possibly use.

A further activity within this area is to ask the incoming FN to have a discussion with the outgoing FN or Supervisor to share the facilitators used with clients when they are graduating or leaving the programme that identify their strengths. This can also be linked to the facilitators used when a handover of a client is necessary. These materials can be found on FNP online.

This is an activity for the incoming FN with support from the team.

It is estimated that this exercise will take approximately 2 hours to complete.
Strength Based Working

Information Sheet 1: Strength Based Working

Prompt questions for incoming FN:-

- Based on what you have read, tell me how familiar you were with this way of working before; a scale of 1-10 might assist here.

- Think about things that have helped you personally to make a change to your own behaviour; describe what seemed to help most.

- Think about things that hindered you in that process.

- Give an example of how you have helped someone change their behaviour that had a significant impact for them.

- Think about a situation with a client where they did not seem to listen or understand what was “best” for them.

- What might the advantages be for both the FN and client in working in a strength based way?
Strength Based Working

**Information Sheet 2: Real Life Examples of FNP Approaches**

By sharing real life examples of how you “used” to work and comparing these with working in a strength-based way within FNP, you will be able to assist the new team member to gain an understanding of a strengths based approach. Using examples from your interactions with clients will add a realistic dimension to the FNP concept you are describing. Some prompts are listed below to assist you in offering feedback to the incoming FN.

- An example of when I worked with a client using a *problem solving* approach was…

- The outcome for me was…

- The outcome for the client/family was…

- What I would do differently now if presented with that same situation…

- An example of my use of a *strength based, solution focused* approach as an FN is…

- What helped *me* in the process of moving to an FNP way of working was…

To consolidate this part of the learning it would be helpful to use a real life case scenario to illustrate how you/one of the FNs were able to identify strengths within a client where there were many challenges.
**Strength Based Working**

*Information Sheet 3: A Checklist for Eliciting Understanding*

Ask Incoming FN to write comments or ideas in right hand column and discuss. The second table lists the areas that should be covered (see next page).

<table>
<thead>
<tr>
<th>Traditional Way of Working</th>
<th>FNP Way of Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks for clues that will reveal problems</td>
<td></td>
</tr>
<tr>
<td>Elicits detailed descriptions of problems</td>
<td></td>
</tr>
<tr>
<td>Focuses on what is not working</td>
<td></td>
</tr>
<tr>
<td>Looks for deficits to “fix”</td>
<td></td>
</tr>
<tr>
<td>Traditional Way of Working</td>
<td>FNP Way of Working (Key Points)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Looks for clues that will reveal problems</td>
<td>Looks for strengths within client to address issues</td>
</tr>
<tr>
<td>Elicits detailed descriptions of problems</td>
<td>Elicits detailed descriptions on goals and preferred futures</td>
</tr>
<tr>
<td>Focuses on what is not working</td>
<td>Focuses on what is right and working</td>
</tr>
<tr>
<td>Looks for deficits to “fix”</td>
<td>Focuses on strengths and skills in the client to look for resolution</td>
</tr>
</tbody>
</table>
### Strength Based Working

**Information Sheet 4: “Boardroom” Bingo Flipchart Suggestions**

<table>
<thead>
<tr>
<th>In plain English, what does it mean?</th>
<th>Comments!</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEARTS DESIRE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF–EFFICACY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROBLEM SOLVING APPROACH</td>
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<tr>
<td>AGENDA MATCHING/CO CONSTRUCTED AGENDAS</td>
<td></td>
<td></td>
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<tr>
<td>PREFERRED FUTURES</td>
<td></td>
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<tr>
<td>UNDERPINNING PHILOSOPHY</td>
<td></td>
<td></td>
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<tr>
<td>RESPECTFUL CURIOSITY</td>
<td></td>
<td></td>
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<tr>
<td>INTERNAL RESOURCES</td>
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<td></td>
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<tr>
<td>HALF FULL GLASS</td>
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<td></td>
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<tr>
<td>CHANGE AGENDA</td>
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Recommended Reading


Chapter 8: Communication Styles in FNP

The aim of this chapter is to:-

- Help the FN understand the relationship between different communication styles and skills and gain an insight into the integration of these skills in practice.
- Support the incoming FN in gaining an understanding of the terms directing, guiding and following.
- Assist the FN in gaining an understanding of the relationship between communication styles and skills (informing, asking and listening) and gain an insight into the integration of these skills in practice.
- Gain an understanding of the terms agenda matching, ambivalence, righting reflex and change talk.

This chapter contains four activities relating to:-

- Understanding of the terms: directing, guiding and following.
- Exploring the FNs understanding of the terms: informing, asking and listening.
- Supporting the FN to understand the relationship between communication styles and skills.
- Understanding the terms agenda matching, ambivalence, the righting reflex and change talk.

NB: This section requires use of the additional resource “Motivational Interviewing in Health Care” (Rollnick, Miller and Butler, 2008).
Activity 1

Directing, Guiding and Following

This activity aims to:

- Open up a discussion around different communication styles.

Within the FNP, communication plays a pivotal role in our relationships with clients, their babies, families, and other professionals. It is important for a new FN to begin to understand some of these communication styles and how they can use them in practice.

The 3 styles of communication that we use predominantly in the FNP are directing, guiding and following.

This activity is in 2 steps.

Step 1: The FN reads Chapters 1 and 2 of “Motivational Interviewing in Health Care” (Rollnick, Miller and Butler).

Step 2: Using Information Sheet 1 at the end of this section, the Supervisor works alongside the FN to explore their current understanding of the terms: directing, guiding and following.

This will help develop the incoming FN’s understanding and application of the skills that they bring from their previous experience and how this may contribute to the team and the delivery of the programme. It will also allow the Supervisor to think about any additional support or guidance that may be helpful.

This activity is for the incoming FN to complete with support from the Supervisor.

It is estimated that this exercise will take approximately 1 hour to complete.
Activity 2

Directing, Guiding and Following

This activity aims to:

> Facilitate a discussion to explore the three communication styles identifying which approach may be best suited to different situations.

In the FNP, the predominant communication style is one of guiding, although there are times when it is appropriate to use all or any of the 3 communication styles. This activity provides an opportunity for the FN to think about times when it may have felt less or more appropriate to use any or all of the communication styles.

Using Information Sheet 2 at the end of this section the Supervisor is to work alongside the FN to further stretch and explore their current understanding of the terms; directing, guiding and following.

This activity is for the incoming FN to complete with support from the Supervisor.

It is estimated that this exercise will take approximately 1 hour to complete.
Activity 3

Informing, Asking and Listening

This activity aims to:

- Support the FN to understand the relationship between communication styles and skills (informing, asking and listening).

Informing, asking and listening are three simple but important communication skills. These are the skills that help FNs to use the communication styles that we have just explored, namely: following, guiding and directing.

When we are using these skills, we learn to reflect, recognise ambivalence and hear change talk. As our skills develop, we are able to offer this back to clients using summaries, not simply of content but also of meaning and feeling in order to support clients to consider behaviour change.

Woven through all of our communication with clients is the ability to agenda match on a number of different levels. Agenda matching is the process by which the family nurse maintains alignment between the goals of the client and those of the programme.

This activity is in 2 parts.

Part 1:

For this activity, the Supervisor is required to spend time with the FN to discuss the chart below and ask them to interpret the information on the chart and what this may mean in practice when working with clients. The chart is available for you to use on Information Sheet 3.

![Graph chart showing Direct, Guide, and Follow communication styles with bars for Informing, Asking, and Following]
Part 2:

Following this discussion the Supervisor should arrange an accompanied visit for the incoming FN with one of the FNs in the team. During the visit ask the FN to pay attention to:-

- Different communication styles that are used.
- Different communication skills that are used.
- If the FN could see the relationship between the styles and skills as reflected in the graph.
- Ask the FN to think about how the client reacted when different styles of communication were used.

Following the visit, ask the FN complete a short reflective log of the visit paying particular attention to the questions above. Discuss this reflection with the FN, encouraging the integration of the theoretical concepts read in “Motivational Interviewing in Health Care” with the visit that they observed.

This is an activity for the incoming FN, the Supervisor and a FN from the team.

It is estimated that this exercise will take approximately 2 hours to complete.
Activity 4

Terms to Understand

This activity aims to:-

- Recognise and understand the terms “ambivalence” and “change talk”.
- Explore principles of agenda matching.
- Encourage the FN to be conscious of the “righting reflex”.

Clients can often be unsure about change and may be stuck in “ambivalence”. There are ways that may help clients to consider positive behaviour changes. Professionals often however feel a strong urge to “set things right” and may attempt to persuade the client about the benefits of change. We sometimes refer to this as the “righting reflex”.

- Ask the FN to read Chapter 3 in the book: Motivational Interviewing in Health Care (Rollnick et al, 2008).
- Ask the FN to look at the scenario on Information Sheet 4 and to try to think about any ambivalence that the client may be expressing. Then ask your FN to underline any change talk they can identify in the scenario. (Ask the FN to keep the scenario in the learning portfolio, as you will be revisiting it later.)
- Ask the FN to access FNP on line and read the guidance on agenda matching. Then spend some time with the FN reflecting on the scenario on Information Sheet 4.

Use this time to explore with the FN:-

- How they might continue the conversation with the client, recognising the ambivalence expressed and the change talk that they identified?
- What tools or materials they might use to help them to agenda match with the client?

This activity is for the incoming FN to complete with support from the Supervisor.

It is estimated that this exercise will take approximately 2 hours to complete.
Communication Styles in FNP

*Information Sheet 1: Directing, Guiding and Following*

With your Supervisor, consider the three styles of communication; guiding, following and directing. Take a few minutes to consider what you would expect to see if you witnessed each of these three communication styles. Write three words beside each style that would describe this style for you.

**Directing Style of Communication**

Three words I would associate with this style of communication are:-

1. 
2. 
3. 

**Following Style of Communication**

Three words I would associate with this style of communication are:-

1. 
2. 
3. 

**Guiding Style of Communication**

Three words I would associate with this style of communication are:-

1. 
2. 
3.
Communication Styles in FNP

Information Sheet 2: Directing, Guiding and Following

<table>
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<tr>
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<th>Directing</th>
<th>Guiding</th>
<th>Following</th>
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<tbody>
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<td>Think of a time</td>
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</table>
when you used each style of communication and it felt ok |           |         |           |
| ![Stick Figure]  |           |         |           |
| Think of a time   |           |         |           |
when you used each style of communication and it didn’t feel so good |           |         |           |
| ![Stick Figure]  |           |         |           |
Communication Styles in FNP

Information Sheet 3: Time Spent on Different Communication Styles

[Bar chart showing time spent on different communication styles: Direct, Guide, Follow]
Communication Styles in FNP

Information Sheet 4

A FN is visiting a client who is now 26 weeks pregnant. The FN has been visiting since the client was 16 weeks pregnant. During their last visit, the following conversation took place during the visit:-

Nurse: How have things been for you this week?
Client: Not too bad, I have felt less sick and feel as if I have more energy.
Nurse: So, you have felt less sick and had more energy that must feel good?
Client: Yes it does.

Nurse: When I visited last week you said that you wanted to give some thought to giving up the cigarettes, what are you thinking about smoking at this point?
Client: Well, I would like to give up the cigarettes but I am worried that I will eat loads and put on weight.

Nurse: Ok, so you would like to give up smoking but you are thinking that you may put weight on?
Client: Yes, I am, but I know I could do it if I tried and I would like to give up, as I know it is good for my baby.

Nurse: It sounds as if being a good mum and keeping your baby healthy is really important to you.
Chapter 9: Supervision in FNP

These learning materials will enable FNs to explore and begin to understand supervision within the context of FNP

This chapter contains 5 sections:-

- Explaining Supervision and Exploring Past Experiences.
- Team Learning – The Supervision Journey.
- Foundations of Supervision in FNP and Practice Models.
- Thinking about a Supervision Agreement.
- Next Steps.

Section 1: Explaining Supervision and Exploring Past Experiences

The aim of this section is to:-

- Support the FN to clarify and articulate their understanding of the term supervision.
- Enable the FN to explore their previous experience of supervision.

There are many and varying explanations and definitions of what the word and the process of supervision actually means. FNs often have a varied experience of supervision and hence may be unclear about its aims and processes.

This section has 2 activities.
Activity 1

FNP Mind Map

This activity aims to:-

- Support the FN to clarify and articulate what their understanding of the term supervision.

Ask to FN to create a mind map that identifies the key aspects of supervision for them, derived from their previous education and experience. There is a copy of a mind map, Information Sheet 1 for you to share with the FN whilst completing this section.

This process should be facilitated by the Supervisor and is an opportunity for you and the FN to reflect and think about what supervision signifies to the FN. Ask the FN to bring the mind map outline to your session and explore it together with the FN using the mind map to record their ideas and thoughts. Encourage and guide the FN to consider issues such as frequency, monitoring, feelings, values and outcomes.

This exercise provides the FN with an opportunity to begin to understand how supervision may have looked in previous environments and with guidance from you they may begin the process of understanding how supervision practice is embedded and “looks” within FNP practice.

There are many definitions of supervision and the FN will look at these in more detail in their pregnancy training. Below are a number of definitions that you may want to think about prior to facilitating the discussion with the FN around their explanation of what the term supervision means to them. You will also find a copy of the definitions at the rear of the section for you to share with the FN for their flexible learning profile.

It is important to recognise that the FN may express a very different experience of supervision dependant on their experience in comparison to that of the paradigm that we use within FNP. However, Part 2 of these sessions allows further exploration of these issues.

This activity is for the incoming FN to complete with support from the Supervisor.

It is estimated that this exercise will take approximately 1½ hours to complete.
Definitions of Supervision

The NMC (2008) suggest that:-

- Clinical supervision allows a registered FN to receive professional supervision in the workplace by a skilled Supervisor. It allows nurses and midwives to develop their skills and knowledge and helps them to improve care. Clinical supervision enables registered nurses to:-
  - Identify solutions to problems.
  - Increase understanding of professional issues.
  - Improve standards of patient care.
  - Further develop their skills and knowledge.
  - Enhance their understanding of their own practice.

Hess (1980) describes the process as an “interpersonal interaction with the general goal that one person, the Supervisor, meets with another, the supervisee, in an effort to make the latter more effective in helping people”.

Page and Wosket offered a further definition of supervision in 1994 that suggests, “good supervision, we believe, should allow for a two flow in which both Supervisor and supervisee are responsive to each other’s input. Supervision therefore becomes a dynamic learning and developmental process in which both parties learn and grow together”.

It may be a good idea to encourage the FN to keep their completed mind map and perhaps you could review it together in the future and reflect on how different their perspective may or may not be once they have begun the process of supervision within the FNP.
Supervision History

Previous experience of supervision, both positive and negative, can affect the FNs feelings and thoughts about the process of supervision as well as its effectiveness in practice. A difficult experience may understandably leave a FN feeling wary or anxious about supervision, in contrast a positive experience can lead to comparisons being made.

The aim of this section is to:-

- Enable the FN to explore their previous experiences of supervision.
- Enable the FN to consider how these prior experiences may or may not influence the future experience and feelings around supervision.

Activity 2

Supervision History Tool

Ask the FN to complete the “supervision history” tool and reflect on their previous experiences and thoughts regarding supervision. There is a copy of a supervision history tool, Information Sheet 2 at the rear of this section for you to share with the FN whilst completing this section.

Discuss and reflect with the FN, encouraging them to:-

- Consider who had the greater impact and think about what is was about their style, knowledge, understanding, communication skills or values or other factors that were significant to their experience.
- Think about how they responded to the Supervisors/s and what responses their approaches engendered in the FN, for example; anxiety or perhaps enabling the expression of feelings.
- The nature of the relationship between the Supervisor and the nurse and the impact this may have had (e.g. friends and peers, managerial authority).
- What the primary purpose of supervision being offered was (e.g. to monitor performance, to advise and instruct, to mentor and facilitate learning).
- What they learned about supervision as a result of these experiences.

Following completion of this learning session, you will have supported the FN to look at what they understand the word supervision to mean and you will have shared your thoughts and feelings and had an opportunity to reflect on these. You will then have encouraged the FN to reflect on previous experiences of supervision and complete a “supervision history” examining how the FN feels this may influence their current approach and understanding of the supervision process.

It is hoped that by undertaking these learning sessions that both the Supervisor and the FN will have shared ideas and feelings about supervision both past and present.
and that this will allow for a positive and transparent start to your supervision “journey” together.

This activity is for the incoming FN to complete with support from the Supervisor.

It is estimated that this exercise will take approximately 1½ hours to complete.
Section 2: Team Learning – The Supervision Journey

The aim of this section is to:-

- Support the new FN to feel part of the team recognising and “hearing” some of the issues that the team have experienced or continue to experience in relation to supervision.

- Provide the opportunity for the new FN and the existing team to think about “top tips” or ideas that they can share with each other when they are thinking about supervision.

This section has one activity

Activity 1

The Empty Chair

This activity aims to:-

- Explore feelings in relation to supervision.

- Expand on the guiding communication style principles.

This session will use the empty chair exercise you will have used when undertaking skills practice in motivational interviewing in your team.

The session will allow for an exploration of feelings, thoughts and ideas and will allow you as the Supervisor to “walk the talk” of motivational interviewing within a team session. You may wish to revisit and reflect on some of your guiding principles of motivational interviewing before moving on.

As the Supervisor, your role will be to set up and facilitate this exercise. This exercise will take about one hour to complete. Remember that the focus of learning is for the new FN, but it will be important to be attending to the thoughts and ideas of the whole team.

In order to begin, you will need to find an area that has sufficient space and chairs to facilitate this exercise. You will need two extra chairs, aside from the chairs for your team members. Place the chairs so that the FNs are sat near to each other and in front and facing them is an “empty chair”.

Invite the team to take a chair within the main body of chairs and then clearly explain the aim of the exercise, which is to:-

- Think back and reflect on how you felt when you began your “supervision journey” in FNP or think about how you may be feeling as a new FN just starting on your FNP journey.
Consider some of the thoughts, ideas and feelings you may have had in relation to supervision.

It is important to emphasise to the FNs the safety of this exercise as an opportunity to explore these feelings within a safe space.

Invite the FNs to use the “empty chair” to share with the team their thoughts or feelings, just stating one thought or feeling and then returning to their chair. Each FN can say as many individual thoughts or feelings as they choose. As the facilitator, it is important to recognise and support each individual’s participation in the exercise in a sensitive way promoting an environment of nurturing and safety.

When you feel that this part of the exercise has come to a natural end, tell the group that you are going to move the empty chair to another part of the room.

Invite the FNs to then use the “empty chair” as a space to share with the group, ideas and thoughts about supervision that have been positive for them in relation to supervision within FNP or what may feel helpful. Ask the FNs to share any hints and tips that they have learnt about supervision as their FNP journey has developed. Ask them to think about this in relation to not just one to one supervision but also case presentation, and sessions with your psychologist.

As the facilitator of the session, it is important for you to “hold onto” key themes and ideas, anxieties or thoughts. This will therefore allow you to be able to reflect and summarise the session and some of the learning that has taken place throughout the session (you may want to note these on a flipchart during the exercise).

Thank the group for their participation and for sharing their experiences, thoughts and ideas.

This is an activity for the whole team.

It is estimated that this exercise will take approximately 1½ hours to complete.
Section 3: Foundations of Supervision in FNP and Practice Models

Preparation and Observation

The aim of this section is to:-

- Allow the FN to work with an existing team member to see how they prepare for supervision.
- Provide the opportunity for the FN to observe a one to one supervision session with specific key observations to note and become aware of during the session.

This section has 2 activities

Activity 1

Observing Supervision

Ask the new FN to work alongside an existing team member to see how they prepare for supervision. Then ask the incoming FN to observe a supervision session that you have planned with one of the FNs. Ask the incoming FN to listen out and try to think about specific themes such as the functions of supervision, models of supervision that may be used and any other issues they may notice during the session.

In preparation for this activity, you will need to ask an established member of your team if they will support you to facilitate the new FNs understanding and experience of supervision within FNP. When you have identified a team member and explained the purpose of the learning session, ask them to guide the new FN through their preparation for supervision, both the paperwork aspect and the thought processes that accompany the preparation and the significance of preparing effectively for supervision. They will also have to be ready to allow the new FN to observe their supervision.

It is important for the FN to have read their learning pack prior to this activity and be familiar with the associated FNP supervision guidance and supervision paperwork. Following the activity discuss and reflect with the FN, encouraging them to:-

- Think about why preparation for supervision is important.
- Identify the functions of supervision and aspects of supervision models that they may have noticed in the session.
- Think about why parallel processing is so important within FNP and to consider how this process is related to supervision.

This is an activity for the incoming FN, the Supervisor and a FN from the team.

It is estimated that this exercise will take approximately 1½ hours to complete.
Activity 2

Case Presentation and the Kolb Learning Cycle

This activity aims to:-

- Provide the whole team an opportunity to reflect on the Kolb learning cycle within a case presentation session.

Ask the whole team to explore the Kolb learning cycle within a case presentation discussion. In order to complete this exercise you will need to explain to the team the purpose and way in which you will facilitate this session.

Arrange a case presentation discussion within the team and prior to starting the discussion give each FN a copy of the Kolb learning cycle (this is found at the end of this section, Information Sheet 3). Ask each FN to pick one area of the Kolb cycle and to listen out and make a note of when they are hearing this part of the cycle being used during the case presentation and subsequent team discussion. Ensure that everyone has a different area of the cycle where possible, rather than focusing on one area of the cycle, for example simply reflection.

Give each member an observation sheet highlighting the area that they are listening out for. At the end of the session draw all of the comments together and reflect with the team.

This is an activity for the whole team.

It is estimated that this exercise will take approximately 1½ hours to complete.
Section 4: Thinking about a Supervision Agreement and the Next Steps

The aim of this section is to:

- Explore the concept of developing a supervision agreement.
- Consider the next steps in FNP supervision for both Supervisor and incoming FN.

This section has one activity

Supervision Agreements

Hawkins and Shohet (2006) suggest that all forms of supervisory relationships should consider beginning with a clear agreement, which is created and formed by both parties.

Within your role as a Supervisor, you may want to have an explicit agreement regarding expectations of supervision. Your team may have also developed an agreement that applies to case presentation meetings.

A supervision agreement allows you and the FN (or team) to think about and discuss expectations of both parties, the organisation and the FNP programme fidelity requirements, practicalities such as boundaries, location and meeting arrangements, agenda matching, functions of supervision and accountability issues.

Activity 1

Creation of Supervision Agreement

With your FN talk about expectations of supervision, covering issues such as: preparation, location, timings, functions of supervision, accountability, agenda matching and what you could do if there are difficulties working together. It is also worth exploring what challenges may occur for you both in this situation.

If it feels helpful, a sample supervision agreement is available for use at the end of this learning pack, Information Sheet 4.

This is an activity for the incoming FN and the Supervisor.

It is estimated that this exercise will take approximately 1 hour to complete.
Section 5: Why Supervise and Next Steps

The aim of the section is to:-

- Support the FN to clarify and articulate an understanding of why supervision is a core element of FNP practice.
- Help you and the FN decide on a “next steps” action plan for supervision.

This section has 2 activities

It is important to understand why it is that supervision is as a core element of the FNP programme and in the document Working Together to Safeguard Children (2006) it was stated that “supervision should include reflecting on, scrutinising and evaluating the work carried out, assessing the strengths and weaknesses of the practitioner providing coaching and pastoral support” (paragraph 5.156).

This was also discussed in the Laming Report (2009) in which it was suggested that:-

“… frontline staff in each of the key agencies has a demanding task. Their work requires not only skill but also determination, courage and an ability to cope with sometimes intense conflict. This must be recognised in their training, caseloads, supervision and conditions of service and their managers must recognise that anxiety underpins good practice. Staff supervision and the assurance of good practice must become elementary requirements in each service” (Page 4).

Supervision is so important in the delivery of the FNP programme because it is a process that helps us to reflect, think, analyse, explain and understand. It is also a space to explore the often emotionally demanding nature of the work in a supportive way.
Activity 1

Supervision Mind Map and Next Steps

This activity aims to:-

- Support you to have an exploratory discussion with the FN to support development and consolidation of understanding regarding the central importance of supervision to the delivery of the FNP programme.

Create a mind map with the FN that identifies the key reasons why supervision is so important within the delivery of the FNP programme. A template for this process has been included at the end of this section as Information Sheet 5 with guiding areas to help your discussions with the FN.

This is an activity for the incoming FN and the Supervisor.

It is estimated that this exercise will take approximately 1 hour to complete.

Activity 2

Next Steps

This activity will allow you to have an exploratory discussion with the FN to help plan your next steps in relation to supervision. You will want to discuss; paperwork, dates for supervision, taking part and completion of a case study and perhaps some time to reflect on the learning.

This is an activity for the incoming FN and the Supervisor.

It is estimated that this exercise will take approximately 1 hour to complete.
This section has provided you with an opportunity to support the learning of a new FN into the team in relation to supervision and how it “fits” within FNP practice.

When you have completed this learning pack, the FN will have a good understanding of:-

- What the word supervision means.
- How previous experiences of supervision may influence supervision.
- Feelings about future supervision.
- Functions and models of supervision.
- Supervision agreements and fidelity requirements.
- The reasons why supervision is important and how it looks in the FNP programme.

This learning will be supported by the core FNP training that the FN will receive when they come for their pregnancy training.
Supervision in FNP

Information Sheet 1 and 5: Mind Map
## Supervision in FNP

*Information Sheet 2: My Supervision History*

<table>
<thead>
<tr>
<th>Previous Supervisor</th>
<th>What was it that helped?</th>
<th>What was less helpful?</th>
<th>How did I feel at the time?</th>
<th>What if any influence does this have on me now?</th>
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Summarise the major influences on your approach to supervision:

Adapted from Morrison, T. (1993)
Supervision in FNP


Observation Notes:

- 
- 
- 
- 
- 
-
Supervision in FNP

Information Sheet: A Specimen Supervision Agreement

Between: Supervisor: (Name)

And FN: (Name)

Agency Expectations

The agency expects workers to be supervised at weekly intervals as a minimum, for periods of 1-1½ hours, and that the key areas to be addressed are to:-

1. Enable the worker to perform to the standards specified by the agency (see agency documents ……..);
2. Ensure that the worker is clear about his/her roles and responsibilities;
3. Ensure accountability for the work undertaken by the worker;
4. Assist in the worker’s professional development;
5. Be a primary source of support for the worker;
6. Provide regular and constructive feedback to the worker on their performance; and
7. Review the supervision contract annually.

Arrangements Agreed for Supervision:

Frequency:

Length:

Location:

Recording of Supervision:

Purpose for which Supervisory Record may be used:

How we will Agree the Agenda for Sessions:
Interruptions will only be permitted if ... 

Content and Focus of Supervision will be based on:

1. Agreeing the agenda;
2. Reviewing your work via discussion, reports, observation;
3. Agreeing and monitoring action plans;
4. Development of your skills, knowledge and value base by reflecting on your performance;
5. Identifying your developmental needs, interests, goals and action plans;
6. Providing space for you to reflect more generally on your experience of, and feelings about the work; and
7. Reviewing this supervision agreement, including your feedback about the progress of supervision.

Making Supervision Work: What Each Agrees to Contribute:

What I want from you as my Supervisor:-

What I will contribute as the supervisee to make this work:-

What I want from you as a supervisee:-

What I will contribute as the Supervisor to make this work:-
Permissions that we have Agreed:
(Example: The Supervisor does not always have an answer; OK for me as the worker to say I am stuck)

What we will do if there are Difficulties Working Together:

Signed: ........................................................................................................
Supervisor

Signed: ........................................................................................................
FN

Date: ...........................................................................................................

This agreement to be reviewed at (frequency): ...........................................

(Adapted from Howarth, J. & Morrison, T. 1999)
Definitions of Supervision

The NMC (2008) suggest that:

- Clinical supervision allows a registered FN to receive professional supervision in the workplace by a skilled Supervisor. It allows nurses and midwives to develop their skills and knowledge and helps them to improve care. Clinical supervision enables registered nurses to:

  - Identify solutions to problems.
  - Increase understanding of professional issues.
  - Improve standards of patient care.
  - Further develop their skills and knowledge.
  - Enhance their understanding of their own practice.

Hess (1980) describes the process as an “interpersonal interaction with the general goal that one person, the Supervisor, meets with another, the supervisee, in an effort to make the latter more effective in helping people”.

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References and Further Reading


Howarth, J. & Morrison, T (1999) Effective staff training in social care: from theory to practice, Social Science

Morrison, T (2003) Staff Supervision in Social Care, Pavilion


Working Together to Safeguard Children (DfES, 2006)
Chapter 10: The Use of Data in FNP

This chapter will facilitate the incoming FN to explore data used within context of FNP.

This chapter is in 4 sections:-

- Section 1: Explaining Data.
- Section 2: When to Collect Data and Why?
- Section 3: Knowing the Data Forms and Open Exeter (OE) System.
- Section 4: Using Data Reports.
Section 1: Explaining Data

The aim of this section is to:-

- Support the FN to clarify and articulate their understanding of the term data based on their previous experiences of collecting and using data.

There are a number of ways in which data is described and used: in both research and clinical practice. FNs often have a varied experience of collecting and using data. Within FNP, the use of data is seen as very important to help us understand and develop practice.

This section has one activity

Activity 1

Ascertainment of Previous Experience in Using Data

This activity aims to:-

- To provide the FN with an opportunity to begin to understand how data may have been collected and used in previous environments.

Ask the FN to brainstorm the key aspects of data from previous roles, education and experience. Ask the FN to consider how has s/he collected data previously and how this data was collated. Explore with the FN how data may have influenced his/her practice?

This process is an opportunity for you and the FN to reflect and think about what data means to both of you. Encourage and guide the FN to consider issues such as how data is gathered, and its uses, discuss the concept of fidelity, ethics, research, monitoring and outcomes.

This is an activity for the incoming FN and the Supervisor.

It is estimated that this exercise will take approximately 1½ hours to complete.
Section 2: When to Collect Data and Why?

This section is designed to enable the FN to explore and gain an understanding of how data is used within FNP. There is also an opportunity to reflect with the whole team to consider how the site is using data in practice.

This section has one activity

Activity 1

When and Why Collect?

This activity aims to:

- Support the FN to understand when to collect data and why.

The following activity is designed to be used with the whole team, including the Administrator, within a team meeting.

On the next page are a number of cards describing features that are integral to the data collection system within FNP.

Each card needs to be cut out and put into a card game; you will also need to cut up the attached data table.

Share with the whole team that you will be spending the next hour together reflecting on the use of data in FNP and thinking back to its links with fidelity, outcomes and clinical practice.

You will then need to lay down the large cards on the floor or a table. Then hand out the smaller cards to the team and ask them to place each of the smaller cards on to a larger card because they feel the two are related in some way.

An example would be:

Large card says, “Provide documentation of the FNP programme received by clients enrolled in the programme”.

A small card that could be placed on the large card could be “number of completed visits”.

The link is that the number of visits is one of the means of measuring the fidelity stretch goals of the programme.

In order for the team to reflect as they consider these issues, you could ask questions such as:

- Why they have placed it there?
- What is an example in practice?
When you have completed these discussions give out the cards from the cut up data table. Ask the FNs to place each data form card on top of the smaller cards to match the data forms which are used to collect information with the fidelity measure or goal of the programme.

This activity will help the new FN to think about, and begin to understand why and how, data is used within FNP. It will also allow the team to revisit the principle that data is not used as a performance management tool but instead to support FNs to reflect on their practice, be curious about emergent patterns and their meanings as well as trying to adhere, as much as possible, to the US research.

Once this exercise is completed, keep the cards arranged in their piles, as you will need them for Activity 3.

This is an activity for the whole team including the Administrator.

It is estimated that this exercise will take approximately 1½ hours to complete.

The cards and expected linkages are noted below for reference:

Large Card

1. Provide documentation of the FNP programme received by all clients enrolled in the programme:-

Small Cards

- Number of completed visits.
- Percentage of completed/atempted visits completed.
- Visit length.
- Proportion of time spent on content domains, e.g. personal health, environmental health, life course development, maternal role, and family and friends.

Large Card

2. Provides an opportunity for the client to share information with the FN:-

Small Cards

- Health habits
- Birth weight
Large Card

3. Assists with clinical recordkeeping:-

**Small Cards**

- Records when visits take place.
- When a visit is completed or not.
- Records the client’s health needs.
- Records the clients demographics data
- Records the clients relationship information

Large Card

4. Assist Administrators and programme staff in tracking families’ progress in attaining programme goals:-

**Small Cards**

- Change in women’s health habits during pregnancy and following the birth of their infant.
- Birth weight and gestational age of infants.
- Percentage of immunisations completed by children from birth to 2 years.
- Percentage of infants that are breastfed following birth and duration of breastfeeding.
- Number of Accident and Emergency visits and hospitalisations for injuries and ingestions for children birth to 2 years old.
- Number of subsequent pregnancies and mean interval between first and second pregnancy.
- Number of month’s women participated in workforce.
- Number of month’s families used other programmes (e.g. breastfeeding support, children’s centres etc).

Large Card

5. Assist Supervisors in providing feedback to individual FNs on strengths and areas for improvement in implementing the programme model:-

**Small Cards**

- Reviewing joint visits.
- How the FN is using supervision.
- Attendance at the FNP core training.
Large Card

6. Assist Administrators and programme staff in planning quality improvements to enhance programme implementation and outcomes attained locally:

Small Cards

- Compare local programme implementation to target objectives set by FNP central team and identify areas for quality improvement.
- Keeping a record of the number of FNs in the site and any attrition.
## Data Table

<table>
<thead>
<tr>
<th></th>
<th>1st Visit</th>
<th>2nd Visit</th>
<th>3rd or 4th Visit</th>
<th>36 Weeks Pregnancy</th>
<th>1st Postpartum Visit</th>
<th>6 Weeks</th>
<th>6 Months</th>
<th>12 Months</th>
<th>18 Months</th>
<th>21 Months</th>
<th>24 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Visit</td>
<td>Maternal Health Assessment Form (UK001*)</td>
<td>Maternal Health Assessment Form (UK005)</td>
<td>Demographics: Pregnancy-Intake Form (UK010)</td>
<td>Health Habits Form – Pregnancy Intake (UK006)</td>
<td>Infant Birth Form (UK012)</td>
<td>Health Form (UK012A)</td>
<td>Infant Health Care Form (UK013, including 4 month ASQ)</td>
<td>Infant Health Care Form (UK013, including 10 month ASQ)</td>
<td>Infant Health Care Form (UK013, including 14 month ASQ)</td>
<td>Language Assessment Form (UK015)</td>
<td>Infant Health Care Form (UK013, including 20 month ASQ)</td>
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<td>Relationships</td>
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<td></td>
<td>Changes to Client/Child Activity Status Form (UK004A), complete as soon as infant delivered, especially if in SCBU</td>
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<td>Form – Infancy</td>
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<td></td>
<td>Relationships Form – Infancy (UK006)</td>
<td>Demographic Update Form (UK011)</td>
<td>Demographic Update Form (UK011)</td>
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Section 3: Knowing the Data Forms and Open Exeter (OE) System

The aim of this section is to:-

- Explore the data forms and help the FN become familiar with the OE system.

This section contains two activities and both are aimed at helping the FN become familiar with the data forms used on FNP and how they are used on the OE system. There is also an opportunity to reflect with the whole team to consider how the site is using data in practice.

This section has two activities

Activity 1

Understanding and Using Data Forms

This activity aims to:-

- Help the FN become familiar with each data form and when it is used.

In preparation have a printed version of all the data forms ready to use and a completed data table reminding you when each form is due.

To begin the activity bring out the piles of cards from Part 2 activity 1. Discard any piles where there are no data forms present.

Discuss with the FN how important it is to collect data at every visit for every client and how this data not only helps with outcome measures but also with clinical practice.

Using each pile beginning with the data card that says UK001, work through each data form in turn, highlighting when its due and together look at the information it collects. You will know the areas that have been a challenge for your team and questions that may not have been consistently collected in the past and you will highlight these to the FN reminding him/her of how important these are. This may also be a good opportunity for the FN to look through the data guidance pack.

Once you have looked at all the forms and linked them once more to programme outcomes, inform the FN that the next session will be reviewing how each completed form is recorded and used on OE.

This is an activity for the incoming FN and the Supervisor.

It is estimated that this exercise will take approximately 1½ hours to complete.
Activity 2

Inputting Data into Open Exeter Database

This activity aims to:-

- Help the FN understand how each data form is input onto the OE database.

This session is designed for the FN and Administrator to work together on the OE database. Explain to the FN that following this exercise you will be asking him/her to write a short reflection on the learning.

If within your site, the Administrator regularly inputs all data forms on to the system then the FN will assist with this. Ask the Administrator to show the FN how to view:-

- Where client information is held.
- Schedule of visits showing when the data is due and which data form is required.
- Adhoc forms and when they are used.
- Guidance notes for completion of each form.
- FAQ section.

Encourage the FN to observe the Administrator entering the data onto the database and when the FN feels confident encourage the FN to enter some of the data onto the database with the support of the Administrator.

Ask the Administrator to remind the FN areas where s/he has noted that the FN needs to pay special attention, perhaps questions that tend to be omitted or answered incorrectly, or boxes, which are left blank by mistake.

If the Administrator has ever used the quality assurance system then s/he will then highlight this to the FN reflecting on how important this process is. Ask the Administrator to review a few forms so that the FN gets to see the whole process in action.

If your Administrator does not regularly input forms on to the system, prepare for this session by saving a few paper data forms from any FNs visits that need to entered onto the database. Ask one of the FNs to conduct the above activity with the incoming FN. Then ask the Administrator to show how the quality assurance system is used and to highlight to the FN how important this process is. Ask the Administrator to review a few forms so that the FN gets to see the whole process in action.
Arrange to meet with the FN once this session has been completed for you both to review the reflective piece. Discuss with the FN what s/he has learnt with regards the data system. How confident s/he feels about using it? Are there any further questions s/he still has? Does s/he need to practice?

This activity is for the incoming FN and administrator to complete with support from the Supervisor.

It is estimated that this exercise will take approximately 1½ hours to complete.
Section 4: Using Data Reports

The aim of this section is to:-

- Support the FN to understand the significance and rationale behind data reports.

This section contains 2 activities and is aimed at allowing the FN to become familiar with data reports and how they are used in FNP.

In preparation, ask your Administrator to generate each of the reports available from the OE system.

This section has two activities

Activity 1

Using Data Reports in FNP

This activity aims to:-

- Highlight the different reports that can be generated and how they are used in FNP.

Discuss each of the data reports with the FN considering:-

- What the report is designed for.
- How it helps you as the Supervisor.
- How it helps the FN.
- Things you look at as a Supervisor prior to this report being used in supervision.

It will be important to reiterate to the FN that the database and reports produced are not a performance management tool but rather a means of reflecting on each client, how many visits have been completed, is the FN using all the domains? Have there been any health changes over time?

Allow the FN to share any concerns or thoughts throughout this session and again this can link back to his/her reflections about the past use of data.

This is an activity for the incoming FN and the Supervisor.

It is estimated that this exercise will take approximately 1½ hours to complete.
Activity 2

Using Data Reports to Inform Clinical Practice

This activity aims to:-

- Help the team reflect on how data impacts on the reports generated and to look at how reports are used to reflect on clinical practice.

Below are 2 case studies from different FNP sites showing the percentage of time spent in each domain for each stage of the programme:-

- Split your team into 2 groups, including the Administrator to review the case studies below:-
  
  - Instruct each team to consider the tables for each site. They will need to identify the areas in which the sites are below the required fidelity measures. Consider the possible reasons, and list those below each table.
  
  - They may then also want to consider any areas above the objective and again reflect as to why that might be.

As you facilitate the discussion, have these points in mind.

SITE 1:-

- The different percentages for each stage
- The past experiences of each FN
- The complexity of clients
- Is there something about the local community- environmental health is high at all stages
- Is this site challenged by the maternal role domain that is low?

SITE 2:-

- The different percentages for each stage
- The past experiences of each FN
- The complexity of clients
- Is there something about the local community- environmental health is high at all stages
- Is this site challenged by addressing issues such as going back to education, employment and training as life course development is low

This is an activity for the whole team including the Administrator.

It is estimated that this exercise will take approximately 1½ hours to complete.
The Use of Data in FNP

*Information Sheet 1: The Use of Data in FNP*

**Site 1**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Personal Health</th>
<th>Environmental Health</th>
<th>Life Course Development</th>
<th>Maternal Role</th>
<th>Family and Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>actual</td>
<td>objective</td>
<td>actual</td>
<td>objective</td>
<td>actual</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>30%</td>
<td>35-40%</td>
<td>14%</td>
<td>5-7%</td>
<td>17%</td>
</tr>
<tr>
<td>Infancy</td>
<td>20%</td>
<td>14-20%</td>
<td>16%</td>
<td>7-10%</td>
<td>19%</td>
</tr>
<tr>
<td>Toddler</td>
<td>20%</td>
<td>10-15%</td>
<td>19%</td>
<td>7-10%</td>
<td>21%</td>
</tr>
</tbody>
</table>

**Site 2**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Personal Health</th>
<th>Environmental Health</th>
<th>Life Course Development</th>
<th>Maternal Role</th>
<th>Family and Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>actual</td>
<td>objective</td>
<td>actual</td>
<td>objective</td>
<td>actual</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>38%</td>
<td>35-40%</td>
<td>13%</td>
<td>5-7%</td>
<td>11%</td>
</tr>
<tr>
<td>Infancy</td>
<td>18%</td>
<td>14-20%</td>
<td>15%</td>
<td>7-10%</td>
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</tr>
<tr>
<td>Toddler</td>
<td>17%</td>
<td>10-15%</td>
<td>17%</td>
<td>7-10%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Chapter 11: FNP Development in the UK

The aim of this chapter is to:-

- Encourage the incoming FN to understand and appreciate the history of FNP development in the UK, by using various sources of information. It also allows an opportunity to hear from the FN team on how FNP implementation has affected the community locally.

اسل*A* Activity 1

FNP UK Quiz!

The incoming FN will be given a “quiz” to complete; Information Sheet 1 at the end of this section offers some questions that will be useful for this exercise. The aim is to elicit the correct answers to the questions, but to also help the incoming FN identify information sources for future information gathering. A set of general questions are listed below which cover key areas of FNP development in the UK. You will need to augment these by including questions that are pertinent to the local area. The wider team will be helpful in assisting you with ideas here.

It would be useful to ensure that the FN team are briefed in advance and encouraged to contribute to supporting the incoming FN in finding out the answers, particularly to the FNP questions that relate to the local context.

The FN will need to have access to a number of resources to be able to find all of the information for the quiz. It may be helpful to have the following resources accessible:-

- Wave 1 and 2 evaluations
- Implementation Manual (available on FNP online)
  - buildingblocksinfo@cardiff.ac.uk

Following the completion of the quiz by the FN, you will need to spend time discussing the answers to the questions along with the process of obtaining the information and how useful the information sources were. Information sheet 2 provides a number of the answers for your reference.

*Note FNP online as a key resource here and a good opportunity to ensure registration process is completed.*

This is an activity for the incoming FN with support from the team.

It is estimated that this exercise will take approximately 3 hours to complete over a week or 2 weeks.
FNP Development in the UK

Information Sheet 1: FNP UK Quiz

Questions:

1. How many sites are there now in UK?
2. How many sites are there involved in Randomised Controlled Trial (RCT)?
3. What are the primary outcomes being measured in the RCT?
4. What are fidelity measures?
5. List three key points from the year two Birkbeck evaluation.
6. What is the FNP Central Team now called?
7. Can you find the FNP professionals leaflet on FNP online?
8. Can you find the data guidance on FNP online?
9. Can you find the link on FNP on line that hosts training information?
10. Can you name the Project Director for FNP in UK?

Local FNP questions could include reference to:

- Local referral pathways
- Safeguarding – personnel; telephone numbers, email
- Social care, mental health resources
- Teenage pregnancy rate and local strategy for teenage sexual health
- Teenage hotspots in your area
FNP Development in the UK

Information Sheet 2: FNP UK Quiz

Answer Sheet

Questions:-

1. How many sites are there now in UK?
   Check map on FNP on-line as updated regularly with new sites

2. How many sites are there involved in Randomised Controlled Trial (RCT)?
   There are 18 sites in the RCT

3. What are the primary outcomes being measured in the RCT?
   Pregnancy & Birth
   ➢ Changes in prenatal tobacco use
   ➢ Birth weight
   
   Child Health & Development
   ➢ Emergency attendances/ admissions within 2 years of birth
   
   Maternal Life course and economic self-sufficiency
   ➢ Proportion of women with a second pregnancy within two years of first birth

4. What are fidelity measures?
   Refer to the implementation manual in sites

5. List three key points from the year two Birkbeck evaluation.
   Please refer FN to reports on FNP on-line

6. What is the FNP Central Team now called?
   FNP National Unit

7. Can you find the FNP professionals leaflet on FNP online?

8. Can you find the data guidance on FNP online?

9. Can you find the link on FNP on line that hosts training information?

10. Can you name the Project Director for FNP in UK?
    Kate Billingham
Chapter 12: Where to Start!

You will need to agenda match with the FN to prioritise their learning. How you decide to use this workbook will depend on how long you have before allocating the FN a caseload and the type of families you will be transferring to the incoming FN.

As a Supervisor, you will also need to give thought to the previous learning and clinical experiences of the FN, this can be supported by the use of the FNP Learning Needs assessment document. We have therefore not advised on the sequence that the sections should be completed, but would welcome your feedback once you have both completed the learning pack.

Good luck, enjoy the learning together and let us know your thoughts.

National Unit FNP Team
March 2011