

This learning needs self-assessment is not intended to offer an exhaustive list of knowledge and skills required to be a Family Nurse or Family Nurse Supervisor. It is intended to be used as a starting point on the learning journey within FNP. The planned learning programme arising from this self-assessment should also include local induction, mandatory and advisory core / additional Universal Health Visitor Pathway training requirements, training in cultural competence, Intimate Partner Violence (IPV) and local multi agency child protection training GIRFEC (Getting it right for every child) and Named Person responsibilities.

“The FNP Core learning programme and educational materials will equip nurses to deliver the FNP programme...”

Supervisors and nurses should also consider how nurses will use local networks to gain a robust understanding of any local issues and local learning opportunities which may be especially pertinent to FNP clients such as housing, local resources both statutory and those offered by the third sector and other less positive aspects such as gangs, and sexual exploitation.

FNP is a preventive behaviour change programme, incorporating all aspects of the revised Universal Health Visiting pathway and as such family nurses need to be able to apply knowledge and skills from a wide range of areas, including health behaviour change, child development, child protection and health promotion. The FNP Core learning programme and educational materials will equip nurses to deliver the FNP programme, but all family nurses also need an underpinning understanding and set of skills in the areas that the programme covers.

As FNP teams are made up of nurses from a range of disciplines, most family nurses in the team will need specific support to develop proficiencies in the aspects of the delivery of the programme not covered within the FNP learning programme. This will help to ensure they are confident and competent to deliver the programme effectively and ensure the best outcomes for their clients. For example, non-midwives may need to develop further clinical knowledge and skills to support the pregnancy visits while midwives may need learning and support to confidently deliver all elements of the revised Universal Health Visiting Pathway.

It is the overall responsibility of the FNP supervisor to ensure that all nurses have the level of understanding and competence necessary to fulfill all aspects of the FNP programme. However, each nurse also has

LEARNING NEEDS ASSESSMENT



the responsibility to ensure that they have the necessary skills and knowledge to take up the role.

This is supported by the NMC Code of practice which states that nurses and midwives in order to fulfill all registration requirements should;

“keep your knowledge and skills up to date, taking part in appropriate and regular learning and professional development activities that aim to maintain and develop your competence and improve your performance” (NMC Code, 22.3)

Nurses should therefore be supported in supervision to identify any areas where they feel they require additional knowledge and skills to ensure they are confident and competent to deliver the FNP programme. This self-assessment document is designed to be used collaboratively between supervisor and nurse to support this process and identify what opportunities there are to facilitate this learning. The document enables nurses to assess themselves in relation to the post registration framework and can be used as a foundation for completing your competency framework and contribute to your portfolio and revalidation requirements. (www.nes.scot.nhs.uk, <http://revalidation.nmc.org.uk>)

It is recommended that the supervisor works through the self-assessment with her/his team members as soon as possible after the “Foundations in FNP Practice” training; to identify the learning needs of each new team member. If new to FNP, the supervisor will also need to complete the self-assessment for her/himself, to identify personal learning needs.

It is expected that any outstanding learning needs are met within the site, and this can be achieved in a number of ways. You may use existing skills and expertise within the team or identify a local training/learning package or processes to ensure that each family nurse feels confident and competent in delivering each component of the programme listed below. It is recommended that this additional learning is planned for each nurse during the early stage of their work in the programme, as they build up their caseloads, and in anticipation of the various stages that the programme works within.

To support this approach this document has used the three phases of FNP to identify the core learning needed within each phase however there will of course be overlap and this artificial separation is to assist Supervisors and Nurses in their planning of learning. There are some aspects of knowledge that are “cross cutting” through all three phases and these have been provided at the end of the document.

As you would expect there are a number of areas and spheres of responsibility that are overarching across the FNP programme. Many nurses will already have much of this knowledge however it is acknowledged that nurses will come from a range of backgrounds with varying levels of experience in areas such as child and adult protection and domestic abuse. While much of the learning for these may be provided through local induction processes however they are also noted here as they are essential to the safe and effective practice of FNP.

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice: PREGNANCY	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
<p>Clinical Practice/Safe, effective and person centered care</p> <p>Professional judgement and decision making</p>	<p>Further develop competence and innovation in the management and delivery of care and interventions appropriate to Family Nurse Partnership (FNP) client need</p>	<p>Apply specialist knowledge, skills and behaviours appropriate to pregnancy phase of FNP programme:</p>			<p>Visits to local midwifery teams and being familiar with local service provision and key contacts.</p> <p>Reviewing both the NICE (National Institute for Care and Clinical Excellence) www.nice.org.uk and SIGN guidelines (Scottish Intercollegiate Guidelines Network) http://www.sign.ac.uk/ and SIGN guidelines (Scottish Intercollegiate Guidelines Network) www.sign.ac.uk</p> <p>Training provided by a local Midwife.</p> <p>Self directed learning.</p> <p>Shadow a Midwife in antenatal clinic Observe a foetal scanning at local service provider.</p> <p>Review maternity Framework for Scotland www.gov.scot/Publications/2011/02/111221230</p> <p>Familiarise yourself with the SIGN Perinatal Mood Disorders Self directed learning.</p>
		<p>Understand the local system for antenatal care</p>	<input type="checkbox"/>		
		<p>Review the current evidence base for antenatal and postnatal care</p>	<input type="checkbox"/>		
		<p>Knowledge of normal pregnancy and common ailments of pregnancy (ensuring this incorporates all ailments noted on the current antenatal checklist)</p>	<input type="checkbox"/>		
		<p>Review current guidance relating to supporting positive maternal mental health in both antenatal and postnatal periods</p>	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice: PREGNANCY	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
		Understand the local perinatal mental health pathways for referral and care	<input type="checkbox"/>		<p>Group activities in FN teams e.g. an experienced midwife within the team may share skills and knowledge in relation to labour and delivery.</p> <p>Read guidance such as the Management of Iron Deficiency in Pregnancy (BCSH, 2011) www.bcshguidelines.com</p> <p>Teaching sessions delivered by local Midwives or Midwives within the team.</p> <p>Shadowing Midwife in delivery suite.</p> <p>Visit to local NNU.</p> <p>Familiarise yourself with local resources and contact Parenthood Education Coordinator.</p> <p>Visit local services, explore information held on local web pages etc.</p> <p>Visit local services and identify any with a particular focus for young people.</p>
		Foetal development with particular reference to central nervous system, foetal iron storage and impact of maternal diet	<input type="checkbox"/>		
		Signs, stages and types of labour and their impact on the mother and baby [to include spontaneous vaginal delivery and additional interventions possible e.g. caesarean, ventouse, forceps	<input type="checkbox"/>		
		Knowledge of local facilities for babies who special care or immediate surgery post delivery	<input type="checkbox"/>		
		Knowledge of local facilities for parenthood education	<input type="checkbox"/>		
		Knowledge of contraception methods, their efficacy and local access to sexual health services	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice: PREGNANCY	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
		Knowledge of anatomy and physiology the breast, positioning during feeding and how to support this appropriately; hand expressing	<input type="checkbox"/>		<p>Identify a local practitioner who can contribute to team learning.</p>
		Knowledge of National and local screening policies e.g. PKU, Cystic Fibrosis etc	<input type="checkbox"/>		<p>Access local training and make yourself aware of local and national resources such as “Off to a Good Start”, and Bumps to Breastfeeding DVD</p>
		Cot death prevention measures (reducing the risk of cot death)	<input type="checkbox"/>		<p>Access local Baby Friendly Initiative training</p> <p>Access First steps nutrition trust information www.firststepsnutrition.org</p> <p>Familiarise yourself with NHS Health Scotland Guidance (2016)</p> <p>Identify any suitable local training opportunities and learning resources for infant nutrition</p>
		Preparation and storage of formula feeds	<input type="checkbox"/>		<p>Review the current guidance for Scottish Child Health Screening, local policies in relation to this and any supporting services. This should include knowledge of local infant hearing screening services and recall process.</p> <p>Review current guidance in relation to Cot death prevention measures. Identify any local resources that support the national guidance.</p> <p>See NHS Health Scotland’s Formula feeding: How to feed your baby safely</p>

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice: INFANCY	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
<p>Clinical Practice/Safe, effective and person centered care</p> <p>Professional judgement and decision making</p>	<p>Further develop competence and innovation in the management and delivery of care and interventions appropriate to Family Nurse Partnership (FNP) client need</p>	<p>Local facilities for babies who need special care</p>	<input type="checkbox"/>		<p>Arrange a visit to local SCBU (Special Care Baby Unit) or NNU (Neonatal Unit)</p> <p>Identify a local HV team who are delivering the new pathway. Arrange to shadow this team.</p> <p>Keep up to date with changes to the universal health visiting programme and ensure any new or additional training is accessed.</p> <p>Read supporting literature pertaining to child development.</p> <p>Find out local referral pathways for children less than 2 years of age in your area.</p> <p>Gain an understanding of the psychology of parenting programme and associated evidence based programmes for early years.</p> <p>Update yourself with the childhood immunisation programme.</p> <p>Attend local training.</p> <p>Identify local process for immunisation.</p>
		<p>Prematurity and the impact of this on child health and development – immediate and longer term</p>	<input type="checkbox"/>		
		<p>Revised Universal Health Visiting pathway</p> <p>a. Knowledge of normal child physical and social and emotional development and how to identify problems such as faltering growth.</p>	<input type="checkbox"/>		
		<p>Ability to identify abnormal development and knowledge of local referral pathways</p>	<input type="checkbox"/>		
		<p>Immunisations</p>	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice: INFANCY	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
		Knowledge of childhood immunisation schedule and the ability to explain these to client group	<input type="checkbox"/>		<p>Read and discuss the NICE and SIGN guidance with the team regarding minor ailments.</p> <p>Identify an experienced practitioner within the team to share skills and knowledge.</p> <p>Read guidance on complementary feeding.</p> <p>Explore the healthy start website: www.healthystart/nhs.uk</p> <p>Identify local Child Smile practitioners, local process for referral and any additional resources available to support positive dental health www.child-smile.org.uk</p> <p>Read supporting literature.</p> <p>Liaise with psychology support and discuss at team meeting.</p>
		Knowledge of minor ailments and when to refer E.g. physiological jaundice, oral thrush, cradle cap, sticky eye, stool changes, management of fever and minor infectious diseases, common cold, earache	<input type="checkbox"/>		
		Infant nutrition a. Latest evidence based guidance on weaning onto solids and transition to family foods b. Understanding of the Healthy Start initiative	<input type="checkbox"/>		
		Dental health awareness	<input type="checkbox"/>		
		Stimulation and promotion of learning, growth and development (Physical, cognitive, social and emotional) for the child	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice: INFANCY	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
		Management of infant and toddler behavioural challenges e.g. sleep, behaviour management	<input type="checkbox"/>		<p>Visit any appropriate parenting providers in your area.</p> <p>Explore Scottish Book Trust www.scottishbooktrust.com and local Book bug groups and Bookbug at Home training.</p> <p>Revisit concepts such as reciprocity, containment and attachment. (Solihull Approach can be a useful resource)</p> <p>Identify local resources to support parents.</p> <p>Understand normal developmental milestones.</p> <p>Be familiar with local resources and methods to access relevant services and to signpost parents.</p>
		Awareness of services for babies and infants who may need additional support	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

As you would expect there are a number of areas and spheres of responsibility that are overarching across the FNP programme. Many nurses will already have much of this knowledge however it is acknowledged that nurses will come from a range of backgrounds with varying levels of experience in areas such as child and adult protection and domestic abuse.

While much of the learning for these may be provided through local induction processes however they are also noted here as they are essential to the safe and effective practice of FNP.

Pillar of Practice/ Aspect of Practice	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
Clinical Practice/Safe, effective and person centered care Professional judgement and decision making	Further develop competence and innovation in the management and delivery of care and interventions appropriate to Family Nurse Partnership (FNP) client need	Child protection			Access local child protection training and GIRFEC (Getting it right for every child) training, information sharing etc. Meet with the local child protection team and be clear who the named child protection advisor is for the team. Familiarise yourself with local policies, guidance, procedures related documents. E.g. National Guidance Child Protection in Scotland (SG, 2014), Guidance for Health Professionals, local multiagency policies and procedures. www.gov.scot/Publications/2014/05/3052 http://csethesigns.scot/
		Knowledge of indicators of child maltreatment	<input type="checkbox"/>		
		Knowledge of national and local policy/working together arrangements for child protection	<input type="checkbox"/>		
		Advanced understanding of child protection indicators and requirements for making referrals	<input type="checkbox"/>		
		Understanding of indicators of child sexual exploitation and local procedures for multi-agency working and reporting concerns	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
		Understanding of vulnerable adult's legislative framework, local services and reporting procedures	<input type="checkbox"/>		<p>National Risk Assessment Toolkit www.gov.scot/Publications/2012/11/7143/0</p> <p>http://www.gov.scot/Topics/Health/Support-Social-Care/Adult-Support-Protection</p> <p>Reading learning reports from Significant Case reviews and synthesize this information.</p> <p>Familiarise yourself with the NES Competency Framework for Child Protection (2011) www.nes.scot.nhs.uk</p> <p>Access local public protection and/or adult protection training.</p> <p>Intimate Partner Violence</p> <p>Be aware and familiar of local and national policy and guidance in relation to gender based violence, domestic violence and public protection (CEL-41)</p>
		Completion of local/multi agency child protection training at level 3. (Level 4 for Supervisors)	<input type="checkbox"/>		
		Knowledge of accountability and information sharing	<input type="checkbox"/>		
		Knows how to contact Child Protection Advisor	<input type="checkbox"/>		
		Understanding of the principles of the Children and Young People Act Scotland (2014) including the role of the Named Person.	<input type="checkbox"/>		
		Intimate Partner Violence			
		Knowledge of national and local policy for domestic violence	<input type="checkbox"/>		
		Knowledge of services for domestic violence	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
		Able to name and recognise the symptoms of Domestic Violence/ abuse	<input type="checkbox"/>		<p>Visit local services for domestic violence services.</p> <p>Familiarise yourself with key professionals in this field in your local area.</p> <p>http://www.safelives.org.uk/practice-support/resources-identifying-risk-victims-face</p>
		Knowledge of local and national policies for safeguarding vulnerable adults and ability to work within these	<input type="checkbox"/>		
		Identify health effects of domestic violence in the pregnant woman, her foetus and/or infant	<input type="checkbox"/>		
		Knowledge of client-related barriers to disclosure (include concerns about privacy, confidentiality, cultural/ethnic/religious beliefs, resource availability)	<input type="checkbox"/>		
		Identify how to create a safe environment enabling a woman to disclose abuse	<input type="checkbox"/>		
		Knowledge of the DASH risk checklist and how to use this in practice	<input type="checkbox"/>		

LEARNING NEEDS ASSESSMENT

Pillar of Practice/ Aspect of Practice	Sphere of responsibility/ role	Key knowledge/skills, behaviours	Learning Need Identified ✓	Learning need met (Date)	Opportunities for Educational and Professional Development
		Cultural competence such that the nurse is able to appreciate and work with families with a range of cultural inheritances	<input type="checkbox"/>		<p>Attend local training to support understanding of cultural competence.</p> <p>Familiarise yourself with local demographic information and relevant policy and guidance.</p> <p>Be familiar with local and national policy and seek appropriate training.</p> <p>Read supporting literature around father's role in supporting a child's development e.g. Fatherhood Institute. www.fatherhoodinstitute.org</p> <p>visit organizations such as; Citizens Advice, Scottish Child Law Centre www.sclc.org.uk/</p> <p>Familiarise yourself with local services.</p> <p>Invite speakers from local services to team meeting.</p>
		Understanding of consent issues, especially in relation to young people, including knowledge of guidelines as outlined by Lord Fraser 1985 and Mental Capacity Act 2005	<input type="checkbox"/>		
		Knowledge of local services for fathers and their significance in the development of their child	<input type="checkbox"/>		
		Knowledge of local agencies regarding parent's rights and benefits	<input type="checkbox"/>		
		Knowledge of local services for parents who may need support from other agencies e.g. smoking cessation, drug and alcohol services	<input type="checkbox"/>		