

YEAR 3 Hints for helping your students learn

<p>Nursing care, knowledge & skills</p>	<ul style="list-style-type: none"> • The student should get involved in more complex skills such as wound care, catheterisation & bowel care, advanced monitoring • Further developing clinical judgement and making decisions around care – ask the students about what action they will take next etc. • Helping patient make informed choices around their care • Involving patients in decisions • Writing care plans • Have a caseload of acute patients and being responsible day to day for their needs – becoming more complex towards the end of the placement 	<p>How would you respond?</p>
<p>Relationships & communication</p>	<ul style="list-style-type: none"> • Talking to patients and families about care. • Dealing with more challenging communication, contacting members of the team Drs, CNS etc. • Learning how to access support (e.g. aids and adaptations or interpreting services / deaf line) to assist with communication and making referrals 	<p>Why?</p>
<p>Assessment & the patient journey</p>	<ul style="list-style-type: none"> • Being able to carry out assessment as needed and feedback abnormalities, make suggestions about care and referrals • Understanding the referral process and why people come into that service. • Knowing the care pathway and being able to follow it • Be able to critically reflect on the care being delivered 	<p>How would you have done it differently?</p>
<p>Medication</p>	<ul style="list-style-type: none"> • Injections • Understand the use/ effect and side effects of all medications they are administering • Medication rounds and IVs (when workbook complete) under supervision 	<p>What did you notice about the situation/patient?</p>
<p>Team work</p>	<ul style="list-style-type: none"> • Students should be managing a case load and there be an increase in acuity of the patients as they move through the placement. • Give them feedback on making clinical priorities • Should be writing all care plans for the patients under their care 	<p>What did you think was happening?</p>
<p>The MDT</p>	<ul style="list-style-type: none"> • Understanding how the roles of the wider MDT / external health and social care landscape support their patients. • Considering how patients' needs are met in line with this available support • Work with the people in the patient's life to ensure on-going support • Presenting their group of patients at MDT and following up on MDT outcomes 	<p>How did you think the situation/interaction/incident went?</p>
<p>Profession & professionalism</p>	<ul style="list-style-type: none"> • Critically reflecting on own practice and being able to identify own learning needs • Support junior colleagues • Talk to students about transitioning to the role of an RN 	<p>How would you have responded?</p>
<p>Safety</p>	<ul style="list-style-type: none"> • Demonstrating an increased awareness of self and others when in setting 	<p>“What would you do differently next time?”</p>
<p>Legislation / policy</p>	<ul style="list-style-type: none"> • Being able to show how legislation might be important in that area e.g. how the MHA is applied • Able to access and utilise policies and procedure to guide practice 	