

Hints for helping your Nursing students learn

Produced in collaboration by, Wairarapa District Health Board, Hutt Valley District Health Board, Capital and Coast District Health Board, Massey University and Whitireia New Zealand.

	Year 1	Year 2	Year 3
Nursing care, knowledge & skills	<ul style="list-style-type: none"> Take and record vital signs Making beds Assisting patients with their ADL Helping patients at meal times Spending time learning the basics about patients conditions in that setting and observation of how the conditions are managed Taking responsibility (under supervision) for a patient with less complex needs 	<ul style="list-style-type: none"> Understanding the pathology of conditions which are seen in that setting Talk to students about the management of basic conditions and ask them to make suggestions about care (e.g. pain management) Make suggestions re health promotion for patients in that area Get the students involved in writing care plans Encouraging the students to start to make decisions based on their clinical judgement Sitting in and starting to participate in the ward round / MDT Meeting Managing the care of an acute patient. 	<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
Relationships & communication	<ul style="list-style-type: none"> Spending time talking with patients to develop confidence in communication In more complex situations – allow student to observe the RN or other people in the team Being a role model for the student 	<ul style="list-style-type: none"> Students can be speaking to other professionals and agencies regarding their group of patients Starting to manage more challenging communication scenarios Delivering the Handover / Report to the team 	<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
Assessment & the patient journey	<ul style="list-style-type: none"> Observing the RN deliver care to the patient Observing an admission and discharge Sitting in on the MDT Meeting Ask students about their observations 	<ul style="list-style-type: none"> Being involved in more specific assessments – pressure care, mental state examination, early warning signs, carrying out risk assessments Giving the student the chance to recognise and report on abnormal observations Observation and participation in admission and discharge processes Completing and admission and discharge 	<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
Medication	<ul style="list-style-type: none"> Learning about medications in the setting. Observing and participation of a medication round Pick out 1- 2 common medications in the setting and ask the student to learn about it 	<ul style="list-style-type: none"> Injections Improving knowledge of medication Medication rounds and IVs (when workbook complete) under supervision Pick out common medications specific to the setting and ask the student to learn about it 	<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
Team work	<ul style="list-style-type: none"> Talking to the student about team work Allowing student to support other people in the team if they notice they're busy 	<ul style="list-style-type: none"> Being aware if others in the team need help and support 	<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
The MDT	<ul style="list-style-type: none"> Explaining the roles of the MDT Spending time with other members of the MDT e.g. a visit to a clinic linked to ward 	<ul style="list-style-type: none"> Understanding when to make referrals outside of the setting and starting to make those referrals Students can start to make links and share information with the MDT Participation in the MDT meeting (presenting a patient) and helping with some of the follow up work Helping the student understand how agencies work together Visits to relevant community settings 	<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
Profession & professionalism	<ul style="list-style-type: none"> Demonstrating respect for client and for team members Tell students it's OK to ask for help – starting to understand scope of practice 	<ul style="list-style-type: none"> Encourage the student to challenge and question clinical decisions Students should support junior students and / or peers Teaching students that it's OK to ask for help 	<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
Safety	<ul style="list-style-type: none"> Students should understand the health and safety issues Ask them to explain differences in working in different settings (e.g. MH or in a patient's own home) 	<ul style="list-style-type: none"> Demonstrating an increased awareness of self and others when in setting 	<ul style="list-style-type: none"> Demonstrating an increased awareness of self and others when in setting
Legislation / policy	<ul style="list-style-type: none"> Talk to student about policies in that area e.g. Infection control, cultural safety and Mental Health Act. Ask students to read relevant policies 	<ul style="list-style-type: none"> Understanding how policies and procedures might impact on care of their patients. Ask students to identify, find and read policies which may be relevant to that area 	<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