

# YEAR 3 Hints for helping your students learn

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

How would you respond?

Why?

How would you have done it differently?

What did you notice about the situation/patient?

What did you think was happening?

How did you think the situation/interaction/incident went?

How would you have responded?

“What would you do differently next time?”