

Hints for helping your nursing student – year two

Te Whatu Ora
Health New Zealand



Helpful hints for undergraduate nursing students/taura to learn on their clinical placement at the Mental Health, Addiction and Intellectual Disability Service (MHAIDS). Student nurses always work under the direction and delegation of a nurse.

Knowledge, skills and attributes

- Apply the principals of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice
- Articulate the role of registered nurse (RN) including responsibilities and processes of direction and delegation to enrolled nurses (EN) and mental health support workers (MHSW), including knowledge of accountability, monitoring and evaluation of care
- Develop professional practice by engaging in and receiving constructive feedback in the learning environment
- Establish an understanding of mental health presentations and diagnoses, substance use, intellectual disability (ID), including the difference between mental illness and ID
- Learn the aims of the service
- Learn about admission to discharge/transfer of care processes and the contribution of the RN
- Learn about plans used in MHAIDS settings, consider Whanau Tahī, Wellness plan, Comprehensive Assessment, Care and rehabilitation plan (CARP) plan, Hui Hui Plan (Forensics), and how the EN contributes to these with the RN
- Develop an understanding of health promotion initiatives available to the person
- Learn specific models of care and rehabilitation e.g. Intellectual Disability Model of Care
- Learn about other services that interact with this one, such as other MHAIDS services/ respite
- Learn about risk assessment and formulation (risk to self, staff, and / or the environment) and learn the RN assessment, tools used and rationale process. Learn how an EN could contribute to these
- Learn about trauma informed care in a MHAIDS setting

How would you have responded?

Why?

Relationships and communication

- Develop an understanding of the importance of professional and culturally appropriate communication and begin to demonstrate therapeutic relationships based on rapport and trust
- Interact and engage with the person to develop skills and confidence in communication
- Learn and practice skills in collaboration with the person, building on strengths, promote recovery and wellbeing, enhancing resilience and holding hope
- Learn the variety of ways staff communicate, including how to answer the telephone, email, multi-disciplinary team (MDT), verbal and non-verbal communication. Specific communication forms, visual and communication passports which may be utilized in the ID sector
- Contribute to handover, practice writing in digital notes with support from preceptor or nurse
- Develop and maintain collegial relationship with all members of the team
- Be aware of how you present yourself, such as being present and in the moment

Assessment and the person's journey

- Learn the holistic approach nurses take to comprehensive care, nursing assessments, care planning, assessing outcomes, including enrolled nurses contributions, documentation in MHAIDS digital notes and paper based systems
- Reflect on care and the effectiveness of plans with preceptor or nurse
- Begin to learn what a mental state examination (MSE) is and contribute to one
- Discuss with your preceptor the risks which are relevant to the environment and patient and contribute to risk assessments
- Discuss the multidisciplinary review/multidisciplinary team meeting processes and contribute to these
- Learn about assessments, such as: triggers and early warning signs, CIWA scale, importance of physical assessments (such as ECG, vital signs and early warning signs), chain analysis, functional analysis, and outcome measure tools that may be specific to service. Understand the importance of and participate in physical assessments
- Gain knowledge and cultural understanding and assessment e.g. Te Whare Tapa Whā / Fona Fale

- Learn admission to discharge or transfer of care processes
- Learn and practice inputting Trend care data
- Learn about Second Health Professional Reports, Court process, and the role of the RN and the EN scope of practice to contribute to both of these

Medication

- Learn and practice medication administration, learn the appropriate education and resources the DHB provides, and promote health, including the EN scope of practice in relation to medication
- Read medication policies specific to service, ask preceptor which ones to read and ask questions if there is anything you don't understand
- Know your patients, do they have comorbidities, what is their diagnosis, physical health history, before you look at their medication chart
- Learn how to read a prescription/medication chart, is it a good prescription: allergies and adverse reactions completed properly, all the fields completed properly, doctor's signatures. Look up medications you don't know in the appropriate DHB site, and check dose, contra-indicators, drug interactions, possible side effects, and benefits. Consider would you be happy to administer the medication to this person?
- Long acting intra-muscular (LA IMI) chart completed appropriately. Read the Intramuscular injection in adults guideline and Olanzapine pamoate long acting injection administration and post injection syndrome monitoring protocol, and other relevant policies, learn muscle sites, administration techniques
- Chose 1-2 medications/IMI/LA IMI to learn about from the DHB appropriate site, learn the therapeutic effect, possible side effects, contra-indications, dose
- Learn the pharmacy preferred websites to print medication information for the person you are working with
- Observe and participate in medication administration as per policies, procedures, guidelines, and protocols
- Learn the importance of metabolic and physical monitoring
- Learn how to send medication prescriptions to pharmacy
- Demonstrate how blood glucose monitoring device is used. Provide evidence that e-learning is completed

Team work

- Demonstrate you know when to seek guidance from preceptor or nurse when the situation is beyond your knowledge, understanding or concerns about a change in the persons status
- Learn the importance of team work, what it is, and how your role functions in the team
- The multidisciplinary approach- understand the different roles within the team e.g. occupational therapist, social worker, mental health support worker, clinical coordinator and so on. Spent time with members of the multidisciplinary team to broaden your understanding of individual roles.
- Discuss team work with preceptor, allocated nurse

What did you think was happening?

The Multidisciplinary Team (MDT) Multidisciplinary Review (MDR)

- Attend MDT/MDR and learn what the MDT/ MDR processes are, its purpose, how each member contributes, family/whanau input, and the person (when possible), and the value of working together with this approach to care
- Make links between theory and practice and contribute in MDT/ MDR

What would you do differently next time?

Profession and professionalism

- We encourage you to ask questions about clinical decisions/ rationale in an appropriate and respectful manner, our staff will be happy to help you with your learning
- Research evidence based practice-evaluate, retrieve and locate information and use it appropriately
- Learn the importance and value of confidentiality
- Demonstrate respect for client, family/ whanau and for all colleagues
- Demonstrate professional nursing in a manner the person determines as being culturally safe
- Dress appropriately, read specific dress code
- Demonstrate infection control standards

Safety

- Read and complete the services Health & Safety orientation and questionnaire
- Learn the emergency procedures: such as fire, evacuation and how you can help if a situation occurs, and follow staff direction

- Learn about what nurses do in a medical emergency (MET) procedure, numbers to call, use of ISBAR communication tool
- Orientation to the emergency trolley or emergency equipment, other equipment, location of medical supply cupboard, oxygen tank, and algorithms
- Environmental safety measures and protocols i.e. environmental safety e.g. always wear a duress alarm, always look after your keys. Undertake duress alarm demonstration by staff/ security coordinator. Turn duress to silent in Court (site specific)
- Working in the community, take assigned work mobile telephone and use if needed, learn what the process is for informing staff of where you will be and for how long
- Demonstrating an increased awareness of self and others in environment, including your personal safety
- The importance of reading and referring to treatment plans to gain understanding about the client, their behaviour/ presentation, triggers and so on
- Observe and learn de-escalation skills

Legislation/ Policy

- Ask staff to show you how to access policies, identify relevant ones to read, and we encourage you to ask questions if there's anything you don't understand
- Learn how policies and procedures might impact on care of the person
- Learn about the Mental Health Act (MHA), Compulsory Care and Rehabilitation Act, 2003 (IDCCR Act), and Criminal Procedure (Mentally Impaired Act, 2003) and Missing person of concern (MPOC)
- Learn how legislation might be important in the placement setting e.g. how does the MHA, Criminal Justice Act (CJA) and CP (MIP) Act work together and how do they impact upon the person and influence care provided
- Learn about the importance of ethical standards and codes of conduct

Resources/ activities to explore and look at

- Alcohol and Other Drug (AOD), Protection of Personal and Property Rights (PPPR) Act, Substance Addiction (Compulsory Assessment and Treatment) Act (SAC ACT), Connect me, square reporting, statistics, HoNOS
- Restraint policy- inpatient and community setting. Attend MHA hearing/ court procedure
- Code of Conduct with focus on Social Media Guidelines
- Dress Code
- Privacy and confidentiality of information
- Te Pou 6 core strategies for the reduction of seclusion and restraint

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