

YEAR 2 Hints for helping your Nursing students learn

Nursing care, knowledge & skills	<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. 	How would you respond?
Relationships & communication	<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 	Why?
Assessment & the patient journey	<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 	How would you have done it differently?
Medication	<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 	What did you notice about the situation/patient?
Team work	<ul style="list-style-type: none"> • Being aware if others in the team need help and support 	What did you think was happening?
The MDT	<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 	How did you think the situation/interaction/incident went?
Profession & professionalism	<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 	How would you have responded?
Safety	<ul style="list-style-type: none"> • Demonstrating an increased awareness of self and others when in setting 	"What would you do differently next time?"
Legislation / policy	<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 	