



JÖNKÖPING UNIVERSITY
School of Health and Welfare



Region
Jönköpings län

Supervisor and Student Memorandum – Clinical placement

Course

Psychiatric Nursing, 7.5 credits

Semester 4

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Implementation of clinical placement

This memorandum provides support for supervisors and students. The course has about 5 days of clinical placement (on-site training). Course participants go out for on-site training in six rounds during weeks 11, 12, 13, 17, 18 or 19 in the spring semester or during weeks 43, 44, 45, 48, 49 or 50 in the autumn semester. At least 36 hours are to be distributed over these days.

The Working Hours Restriction Act (Arbetsstidslagen) is to be followed regarding the number of working periods in a row, the time worked and breaks taken during each working period. The students have on-site training in psychiatry in Region Jönköping County and in municipalities in Jönköping County.

The weekly planning is a structure for implementing Peer Learning in concrete supervision. Allow the students to prepare, read, watch, learn and try for themselves. Reflect on a regular basis during the day with the students. As a supervisor, you are responsible for leading and implementing nursing together with the student pair. Schedule times for individual discussions and feedback during the first week and final assessment during the second week.

The students work together while providing nursing care. The work assigned to the students is always divided within the student pair, with one implementing and one observing. Students exchange roles in the next assignment. The students take a person-centred approach. Learning occurs incrementally, with students caring for a smaller number of patients initially and a larger number as their training progresses. Consideration is naturally given to patients' need for care and the complexity of the case.

Nothing may be done to or administered to a patient without the approval of the responsible supervisor.

Authorisation for access to computer systems

The students will not receive their own login to the computer systems used at the relevant departments in Region Jönköping County.

Weekly planning during clinical placement

During the course's on-site training, students are to translate their theoretical knowledge into practical knowledge and gain experience of nursing in connection with failing health.

The following areas are examples of previously studied subjects that the student is now expected to know and develop: verifying identity, interacting with patients and communication, confidentiality, basic hygienic routines, basic nursing, ethics, documentation, describing nursing care in connection with failing health, administering medication according to applicable regulations under supervision. In addition, the students have reflected on their own values and attitudes and the care environment in the meeting with patients with failing health and those close to them.

The students carry out activities designed for the intended learning outcomes of the course. Activities during on-site training are designed to meet the student's expected level of knowledge, in this case semester 4. The activities are designed to correspond with some of the course's intended learning outcomes. Activities are specified in this document on page 6.

Design of clinical placement

During the clinical placement students concentrate on the daily nursing for patients with mental illness. Like the methodological module, nursing is provided based on the theoretical knowledge studied in current and previous courses.

The student is to:

- Theoretically reflect on commonly occurring states of mental illness, failing mental health and nursing associated with them.
- Reflect with supervisors on possible situations in which students should have a more passive and observant attitude.

- Reflect on stigmatisation associated with failing mental health.
- Consider problems regarding privacy in psychiatry in comparison with somatic conditions.
- Participate in documentation of nursing in consultation with supervisors according to current regulations and laws.
- Analyse and identify the need for nursing in the case of failing mental health, taking into account the perspective of the patient and relatives.
- Discuss ethical dilemmas that can arise with nursing in connection with failing mental health.
- Teach and inform patients and relatives about self-care and planning.

Mandatory parts in the course

During the course the student completes a number of required modules. They include drawing up a learning plan prior to the clinical placement training, carrying out activities and actively participating in a reflection seminar and a final examination seminar.

Learning plan for clinical placement

Students have a learning plan with them to the clinical placement that is handed over to the supervisor at the training site. The student is responsible for ensuring that the learning plan is well-designed and contains enough detailed information. The supervisor is to take note of the learning plan to better understand the student's past experiences, goals, expectations and learning strategies. Students have great leeway to express wishes about what they want to be trained in and focus on during the clinical placement training if given the opportunity.

Activities during clinical placement

All activities that have been developed for the course need to be completed during the specified on clinical placement period. Activities for the two on-site training periods are specified in this document on page 6. If any activity cannot be performed, then the supervisor is to guide the student pair in reflecting on the relevant activity during one of the students' last days of the clinical placement. This should be based on risks/benefits in the given situation, what material may be needed, what in particular needs to be considered and so on.

Reflection seminar

Representatives from the clinical placements conduct a reflection seminar with students. This seminar follows Gibbs reflection model and is planned for the week after the students clinical placement. Further instructions are provided to the student from the clinical placement.

Final examination seminar

The week after the clinical placement there is also an examination seminar. For the student to be able to participate in this seminar the student needs to be assessed by the supervisor as having satisfying knowledge as described in the assessment protocol. The examination seminar is conducted at campus and is assessed by a clinical lecturer who also provides time and place for the seminar.

The final examination seminar is compulsory and is an important part of the clinical placement. As a basis for the assignment, the students use their experience from the clinical placement. The student, together with his or her partner student, makes a description of the person seeking care and that persons situation in daily life in order to be able to make it visible

- a. the care applicant's personal need for care in the event of failing mental health, taking into account the person's and their relatives' perspective
- b. reflect on and discuss how one's own approach and the care environment affect the meeting with the person seeking care and their relatives.
- c. reflect on stigma in connection with failing mental health and identify and discuss ethical dilemmas that may arise in nursing in connection with failing mental health.

Instruction

The final examination seminar means that the student couple makes a presentation of a situation taken from the students clinical placement. The student couple can start from the content of activities 1 and 2.

- Each student couple must make an approximately 10-15 min long presentation as a “fictitious handover/overreporting”, ie to another fictitious colleague/colleagues in the department or to another unit, ie create a fictitious situation for handover or reporting that is as authentic and real situation as possible.
- The presentation must include an handover/overreport, a description of the person seeking care and that persons situation as well as being the responsible nurse, based on points a – c, see above. Think of the de-identification of the patient and the strong secrecy that applies in psychiatry.
- The presentation and reflection must be based on evidence from course literature and scientific articles.
- The seminar group shows active participation by being a fictional colleague and showing knowledge, asking questions and reflecting on the content presented in the form of “over-reporting”.
- All participants in the seminar should be based on "what do I need to know in over-reporting on the person seeking care, as a nurse, to show such suitability in professional knowledge so that no person's health or safety is endangered?".

Intended learning objectives being covered:

- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems
- reflect on and discuss how own approach and care environments affect meetings with patients and those close to them
- reflect on stigmatisation in connection with mental health problems
- identify and discuss ethical dilemmas that can arise in nursing in connection with mental health problems.

Assessment during clinical placement

Assessment of the student during the clinical placement is done with the help of a specific assessment tool (see separate document). It is important with continuous communication and feedback between supervisor and student in order for the supervisor to be able to assess the student having satisfying knowledge as described in the assessment protocol and thus be given the opportunity to attend the final examination seminar. The supervisor conducts an initial assessment of the student's abilities prior to the reflection seminar and final examination seminar, while the clinical lecturer conducts the assessment in connection with the final examination seminar.

Assessment reflection seminar

The seminar follows Gibbs reflection model and requires active participation from the student. Further instructions are provided to the student from the clinical placement. If the assessment fails or if the student is absent, a new opportunity is offered after the end of the course.

Assessment final examination seminar

If the assessment fails or if the student is absent, a new opportunity is offered after the end of the course.

Passed

The presentation and interaction during final examination seminar reflects student knowledge by the student having:

1. analyzed and identified the need for care in the event of failing mental health, taking into account the perspective of the person seeking care and the relatives
2. reflected on and discussed how one's own approach and care environment affect the meeting with the care applicant's person and relatives.

3. reflected on stigma in connection with failing mental health identified and discussed ethical dilemmas that may arise in nursing in connection with failing mental health.
4. actively contributes to the group's discussion during the seminar

Failed

Not completed presentation in final examination seminar that shows knowledge of the student. During the presentation and the seminar, the student has not shown the ability to;

1. analyze and identify the need for nursing in the event of failing mental health, taking into account the perspective of the person seeking care and the relatives
2. reflect on and discuss how one's own approach and care environment affect the meeting with the care applicant's person and relatives.
3. reflect on stigma in connection with failing mental health and identify and discuss ethical dilemmas that may arise in nursing in connection with failing mental health.
4. Contribute actively to the group's discussion during the examining final seminar (been inactive).

Activities during clinical placement

The purpose of the activities is to structure the student's learning during on-site training and to help the student achieve the course's intended learning outcomes. Both activities are connected in different ways to the nurse's core competencies. As a student, you are responsible for doing the activities during your on-site training. Carrying out both activities during the on-site training period is required; you and your student partner choose the order in which they are done.

Activity 1 - Conversation and communication

The student pair is to speak with a person with mental illness and possibly those close to the person. The conversation should be based on allowing the patient to talk about the patient's situation. After the conversation, the student pair should meet with the supervisor to reflect on the importance of the conversation and communication as a way of identifying nursing needs in connection with mental illness. In addition, a reflection is to take place based on what the individual student perceived in the conversation in relation to the other student partner and the knowledge that the supervisor possesses about the specific patient's situation.

Intended learning objectives being covered:

- analyse and identify the need for nursing in failing mental health, taking into account the perspective of the patient and those close to the patient.

Activity 2 - Laws/concepts in psychiatric nursing

Learn about the laws governing nursing at the current location. The student pair is to reflect on what these laws mean to the individual, close relatives and the chain of care. Also reflect on how laws affect co-production in nursing.

Intended learning objectives being covered:

- communicate with and teach patients with failing health to promote health and relieve suffering.
- demonstrate such professional proficiency that no person's health or safety are prejudiced