

# Preparation for Placement

Workshop by JLI Nurse Education Consultancy

All day session conducted by

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Director, Clinical Nurse Educator, Registered Nurse with over 30 years experience in Acute Health, Aged Care & Education



**All Day  
Session  
\$300**

## Learning Outcomes - The students will be able to:

- Express their expectations and fears in anticipation of their acute clinical experience and develop a plan to prepare themselves for the identified challenges
- Take down information from a verbal clinical handover
- Interpret a clinical handover to plan the care of a client for a morning shift
- Use a time line to prioritise care activities
- Identify legal requirements of medication administration
- Confirm scope of practice regarding Medication administration and monitoring requirements
- Research a medication and link the information to a client's condition and current circumstances.

## Topics

### • Discuss Expectations

Invite open discussion about fears and expectations of their upcoming acute clinical experience.

### • Discuss strategies to prepare for placement

Have students identify ways they may prepare themselves for the acute clinical experience. Offer suggestions.

### • Survival skills for navigating the acute clinical experience

Discuss tips recommended. Invite students to add what they think would be helpful.

#### **Activity 1 Handover**

Give the verbal handover using the teacher version of the clinical handover and students to take notes on the student version of the clinical handover sheet.

#### **Activity 2 Allocation and Care Planning**

Allocate the student or student groups a patient or to a section as set out on the clinical handover sheet (groups of 3 clients). Have them define the diagnosis, investigations, management and other information for their clients. Then they are to complete a nursing care plan as found in an acute setting. Identifying what they will need to do to care for their clients for the shift. E.g. vital signs and other clinical assessments including frequency, wound care, ADL's, etc.

#### **Activity 3 Present their care plans**

Student or groups to present one of their clients to the class. This should include the background information about the client, current issues and events and how the student plans to manage their care for the day. Discuss, question and feedback as each student presents their information.

### • Safe Administration of Medications

Using PPT cues discuss elements of safe medication administration techniques, legal considerations and monitoring requirements associated with medication administration and management. Write key findings on the white board if available.

#### **Activity 4 Medication Chart Review**

Hand out e.g.'s of medication charts and have students identify the errors. Discuss findings.

### • Critically thinking about medications

Explain the elements of the 'medication research guide' as per PPT. Using the case study of Mr Hoppy; allocate the students one of his medications listed on the 'medication research guide' to investigate following the prompts on the guide. Support their investigative process by feeding back as they progress through the activity and answer questions as necessary.

### • Present and discuss findings

The students are to explain what the medication is, its action, why Mr Hoppy is prescribed that medication and what monitoring/nursing considerations should they consider.



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