

Hong Kong Metropolitan University

Honorary Clinical Tutor (HCT) and
Clinical Assessor (CA) Training
Workshop 2022



School of Nursing & Health Studies (N&HS)
護理及健康學院



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WELCOME

On behalf of the *School of Nursing and Health Studies*, Hong Kong
Metropolitan University (HKMU), let us express our gratitude to you
for kindly participating as an Honorary Clinical Tutor (HCT) and
Clinical Assessor (CA) in the nursing programmes of the HKMU.

Aims

- To update the HKMU Nursing Programmes and the clinical practicum arrangement
- To share the role and responsibilities of HCTs and mentoring skills



Learning Outcomes:

Upon completion of the course, participants will be able to:

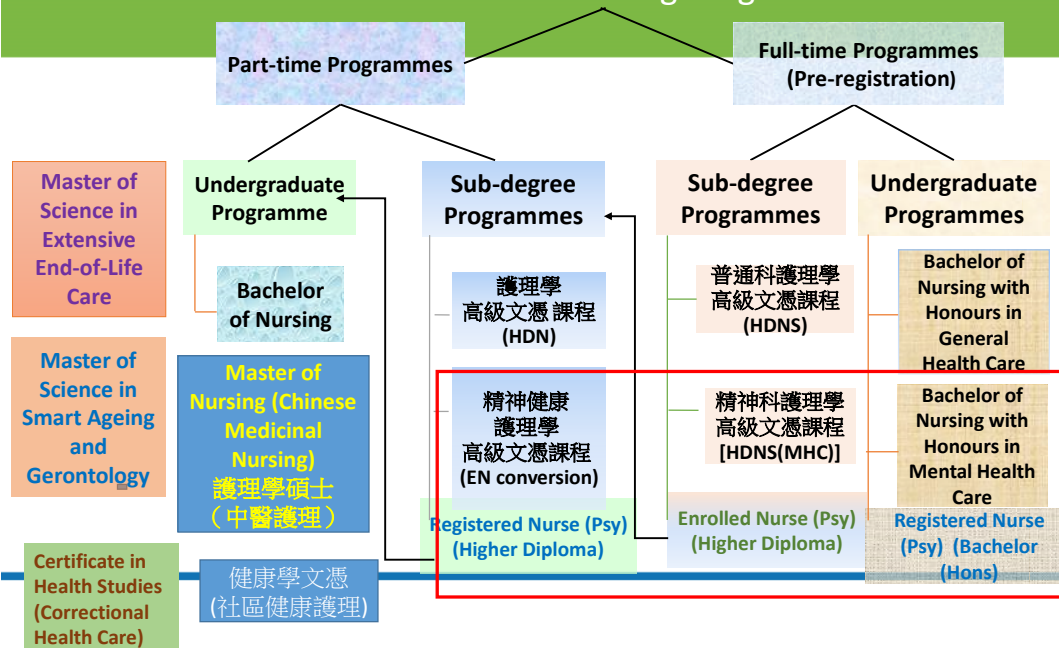
- outline the content of the HKMU nursing programmes;
- describe the roles of Honorary Clinical Tutor (HCT) and Clinical Assessor (CA) of HKMU;
- discuss the essential concepts on clinical mentoring and assessments;
- conduct clinical teaching and supervision in clinical settings;
- conduct the clinical assessments;
- conduct the post-assessment discussion sessions.



Part 1: Introduction to HKMU Nursing Programmes



Introduction to the HKMU N&HS Nursing Programmes



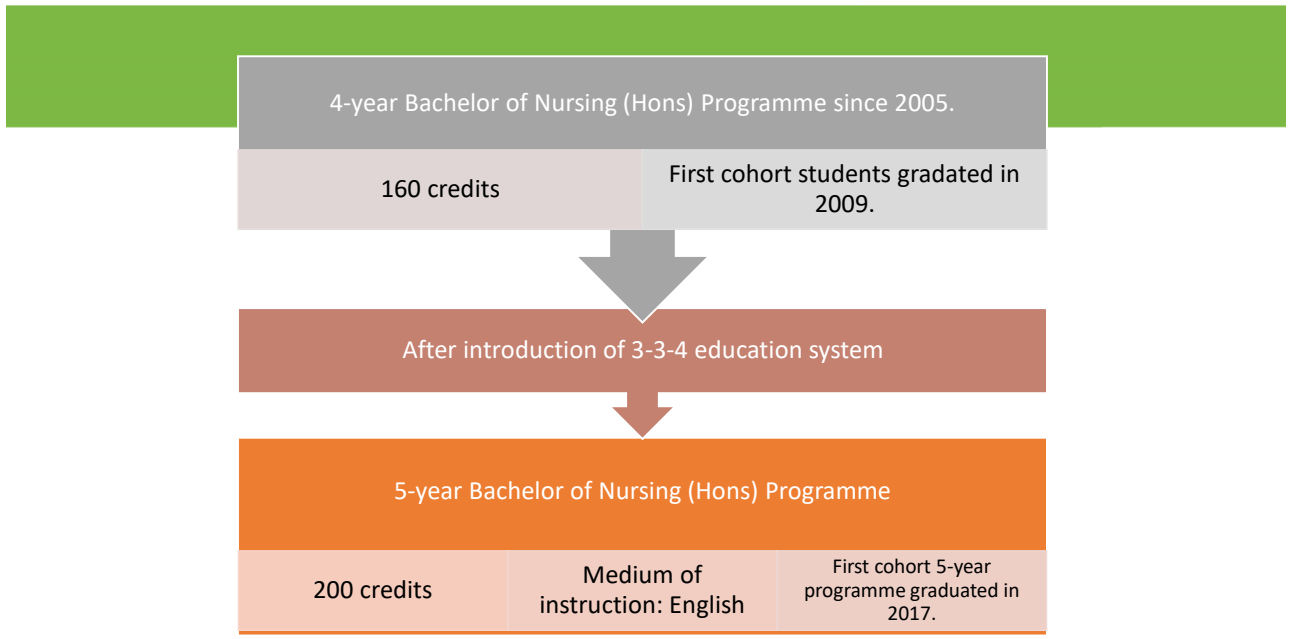
HKMU N&HS : Full-time Programmes

- **Bachelor of Nursing with Honours in Mental Health Care (BNHMN)**
- **Higher Diploma in Nursing Studies (Mental Health Care)**
精神科護理學高級文憑



Bachelor of Nursing with Honours in Mental Health Care (BNHMN)





Bachelor of Nursing with Honours in Mental Health Care RN(Psy)

- 5-year programme
- Medium of Instruction: English
- 2012-2020 cohorts
- 2021 cohort onwards



Bachelor of Nursing with Honours in Mental HealthCare (BNHMN) (2012 – 2020 Cohorts)

Autumn Term (Sept to Jan)		Spring Term (Jan to May)	Summer Term (May to Aug)
Year 1			
Human Anatomy and Physiology		Clinical Practicum (Mental Health Care) I (3 weeks) CPH: IDACE, CIDP, MAC (E103)	
Fundamental Nursing Practice			
Sociology for Nurses: Principles and Application	Psychology for Nurses: Principles and Application		
Effective Use of English I			
Year 2			
Health Assessment	Clinical Practicum (Mental Health Care) II (4 weeks) Psychogeriatric ward	Nursing Therapeutics (Mental Health Care) I	
Behavioural and Social Sciences for Nurses		Health Promotion	
English for Effective Communication II: Reading and Writing		General Education I (Foundation level)	
Nursing Therapeutics (Mental Health Care) I		General Education II (Foundation level)	

5-year Bachelor of Nursing (Hons) Programme since 2012.



Bachelor of Nursing with Honours in Mental HealthCare (BNHMN) (2012 – 2020 Cohorts)

Autumn Term (Sept to Jan)		Spring Term (Jan to May)		Summer Term (May to Aug)	
Year 3					
Nursing Therapeutics (Mental Health Care) II		Clinical Practicum (Mental Health Care) III		Nursing Therapeutics (Mental Health Care) II	
Specialty Nursing (Mental Health Care)				Specialty Nursing (Mental Health Care)	
Chinese and Alternative Medicinal Nursing					
Health Promotion					
General Education III (Middle level)				General Education IV (Middle level)	
Year 4					
Clinical Practicum (Mental Health Care) IV		Professional Nursing Practice			
		Primary Health Care		Nursing Therapeutics (Mental Health Care) III	
				Nursing Management	
		Nursing Research		General Education IV (middle level)	
Year 5					
Nursing Project					
Integrated Nursing (Mental Health Care)					
Clinical Practicum (Mental Health Care) V					



Clinical Placement (2012 – 2020 Cohorts)

Clinical Settings	Weeks
1. Long-stay/ Subacute (CCA)	3
2. Acute (CCA)	8
3. Rehabilitation (CCA)	8
4. CPNS+ Outreaching	8
5. Psychogeriatric	4
6. Child & Adolescent	2
7. Learning Disabilities	2
8. OPD/Social Centre	2
9. Substance Abuse	2
10. Medical + Surgical	4
Total	43 weeks

Remarks: 40 hours per week



Bachelor of Nursing with Honours in Mental Health Care (BNHMN) (2021 Cohorts onwards)

Autumn Term (Sept – Jan)	Spring Term (Jan – May)	Summer Term (May – Aug)
Year 1		
<ul style="list-style-type: none">• Fundamental of Anatomy and Physiology• Fundamental Nursing Practice	<ul style="list-style-type: none">• Nursing Therapeutics in Mental Health Nursing I• Applied Psychology in Nursing	Clinical Practicum (Mental Health Care) I
<ul style="list-style-type: none">• Effective Use of English I• Fundamental of Microbiology and Pharmacology		
Year 2		
<ul style="list-style-type: none">• Nursing Therapeutics in Mental Health Nursing II• Specialty Nursing (Mental Health Care) I• Health Assessment• Health Promotion and Education	Clinical Practicum (Mental Health Care) II	<ul style="list-style-type: none">• Nursing Therapeutics in Mental Health Nursing II• Specialty Nursing (Mental Health Care) I• Sociology of Health in Nursing• English for Effective Communication II: Reading & Writing



Bachelor of Nursing with Honours in Mental Health Care (BNHMN) (2021 Cohorts onwards)

Autumn Term (Sept – Jan)	Spring Term (Jan – May)	Summer Term (May – Aug)
Year 3		
<ul style="list-style-type: none"> Nursing Therapeutics in Mental Health Nursing III Specialty Nursing (Mental Health Care) II Nursing Management General Education I 	<ul style="list-style-type: none"> Chinese and Alternative Medicinal Nursing General Education II General Education III 	Clinical Practicum (Mental Health Care) III
Year 4		
Clinical Practicum (Mental Health Care) IV	<ul style="list-style-type: none"> Professional Nursing Practice Nursing Research I Nursing Therapeutics in Mental Nursing IV 	<ul style="list-style-type: none"> General Education IV
Year 5		
<ul style="list-style-type: none"> Nursing Research II Interprofessional Learning in Care Delivery (General Health Care) 		Completion of BNM Programme

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Bachelor of Nursing with Honours in Mental Health Care (BNM): Practicum Arrangements (2021 Cohorts Onwards)

Clinical Settings	Weeks
1. Long-stay/ Subacute (CCA)	3
2. Acute (CCA)	8
3. Rehabilitation (CCA)	8
4. CPNS+ Outreaching	8
5. Psychogeriatric	4
6. Child & Adolescent	2
7. Learning Disabilities	2
8. OPD/Social-Centre	2
9. Substance Abuse	2
10. Medical + Surgical	4
Total	41 weeks

Remarks: 40 hours per week

Higher Diploma in Nursing Studies (Mental Health Care) [HDNS(MHC)] 精神科護理學高級文憑 [EN(Psy)]

- 2 年課程
- 教學語言：中文



精神科護理學高級文憑 [HDNS(MHC)]：課程結構

秋季學期	春季學期	夏季學期
一年級		
<ul style="list-style-type: none">學科物生類人論概務實理護 (一)		護理實習 [精神科] (一)
床臨護理學 [精神科] (一)	床臨護理學 [精神科] (二)	
二年級		
<ul style="list-style-type: none">床臨護理學 [精神科] (三)訊傳及言語健保論概務實理護 (二)育教健保合綜進促康健	護理實習 [精神科] (二)	護理實習 [精神科] (三)



精神科護理學高級文憑 [HDNS(MHC)]：臨床實習範圍及實習時數

Clinical Settings	Weeks
1. Long-stay/ Rehabilitation (CCA)	8
2. Acute (CCA)	8
3. CPNS+ Outreaching (CCA)	6
4. Psychogeriatric	3
5. Child & Adolescent	2
6. Learning Disabilities	2
7. Substance Abuse	2
8. Medical + Surgical	3
Total	34 weeks

Remarks: 40 hours per week



HKMU N&HS : Part-time Programmes

Higher Diploma in Mental Health Nursing (HDMHN)

精神健康護理學高級文憑課程

(EN Conversion)

登記護士綜合轉換課程（兼讀課程）



Higher Diploma in Mental Health Nursing (HDMHN) 精神健康護理學高級文憑課程

- 登記護士(精神科)綜合轉換課程（兼讀課程）
- 3 年課程
- 教學語言：中文



精神健康護理學高級文憑課程：課程內容

科目	第一年			第二年			第三年		
	秋季	春季	夏季	秋季	春季	夏季	秋季	春季	夏季
基礎科目									
• <i>Life Sciences</i> 生命科學									
• <i>Nursing therapeutics in Psychiatric I</i> • 治療性精神護理學 (一)									
中級科目									
• <i>Mental Health</i> 精神健康									
• <i>Behavioural Sciences for Nurses</i> 行為科學 [護士科目]									
• <i>Nursing therapeutics in Psychiatric II</i> • 治療性精神護理學 (二)									
• <i>Health Promotion</i> 健康促進									
<i>Practicum (Mental Health)</i> 臨床實習(精神科)									
高級科目									
• <i>Professional Perspectives in Nursing</i> 護理 專業透視									



精神健康護理學高級文憑課程：臨床實習

Clinical Settings	Weeks
1. Rehabilitation (CCA)	7
2. Acute (CCA)	7
3. CPNS+ Outreaching (CCA)	7
4. Psychogeriatric	3
5. Child & Adolescent	2
6. Learning Disabilities	2
7. Substance Abuse	1
8. Medical + Surgical	3
Total 32 weeks	

Remarks: 44 hours per week



護理學高級文憑課程：臨床實習

- HKMU 全職學生身份
- 於修畢50學分後進行
- 實習時間由大學統籌安排
 - 包括6-8次夜間護理的臨床實習
- 持續臨床評核



精神健康護理學高級文憑課程

現職登記護士（精神科）

精神健康護理學高級文憑
（登記護士綜合轉換課程）

註冊護士（精神科）

護理學學士



Part 2:

Roles & responsibilities of HCT & CA

Practicum-related documents and
administrative issues



School of Nursing & Health Studies

護理及健康學院

2022

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Application as Honorary Clinical Tutor (HCT) & Clinical Assessor (CA)

- Eligibility to apply:
 - At least **3 years** post-registration clinical experience
 - Undertaken assessor training course offered by HKMU or PolyU
- Submit the application form
Via CND / NSD of the respective hospitals
- **Apply once**

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School of Nursing and Health Studies

Application for the Appointment of
Honorary Clinical Tutor (榮譽臨床導師) and Clinical Assessor (臨床評估委員)

Name: _____ (English) (Chinese)		Title: _____ Dr./Mr./Mrs./Ms./Miss
Ward/Unit: _____		Hospital: _____
Office Address: _____		
Office Telephone number: _____		
Registration No. as Registered Nurse ¹	Date of Registration as Registered Nurse (DD/MM/YYYY) ²	
Academic Qualifications (Institution & Year)		
Qualifications, Education and/or Experiences in Clinical Assessment		
Professional Qualifications (Institution & Year)		
Present post, name of Organization (Please indicate the length of service)		
Any other relevant information		

Signature _____ Date _____

^{1,2} Please refer to the Gazette List published in the website of Nursing Council of Hong Kong OR
Certificate of Registration issued by Nursing Council of Hong Kong for details.

HCT & CA application form (revised Sep 2021)

As HCT & CA, you will receive
(via CND/NSD):

Application as a *Honorary Clinical tutor*
(名譽臨床導師)

Continuing Clinical Assessment Assessor
(持續臨床評估委員)

Life-long appointment

Your log-in password for
HKMU Electronic School Bag

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School of Nursing and Health Studies

Name
Unit
Hospital

Date

Dear XXXXX,

Honorary Clinical Tutor (HCT) and Clinical Assessor (CA)

On behalf of the School, I have much pleasure to appoint you as *HCT* and *CA* of the School of Nursing and Health Studies ("the School") of Hong Kong Metropolitan University ("HKMU"). This is an important position that contributes to the clinical learning and assessment of our nursing students. The appointment will be on an honorary basis and does not carry with it any terms of service benefits.

With this appointment, you will assume the role of a mentor and an assessor to facilitate the clinical learning and assess the clinical competence of nursing students of HKMU. In this connection, you are expected to:

- Coach and supervise students during their clinical placement;
 - Assist in exposing students to the required clinical learning objectives;
 - Evaluate and verify students' clinical experiences;
 - Conduct clinical assessment of students during their clinical placement.
1. Aseptic Technique
 2. Administration of Medications
 3. Professional Nursing Competencies

Information related to Practitioners of all nursing programmes can be accessed from the following link: <https://hportal.hkmu.edu.hk/>

Listed below is the password which allowed you to access the electronic records of our nursing students:

Your Password is: XXXXXXXX

May I take this opportunity to thank you for your support to the School.

Yours sincerely,

Prof. Janet Wong
Dean and Professor
School of Nursing and Health Studies
Hong Kong Metropolitan University



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臨床實習（精神科護理）
Practicum (Mental Health Care)



Mentoring Nursing Students

Manual for
Honorary Clinical Tutors
and Continuing Clinical
Assessment Assessors



Contents

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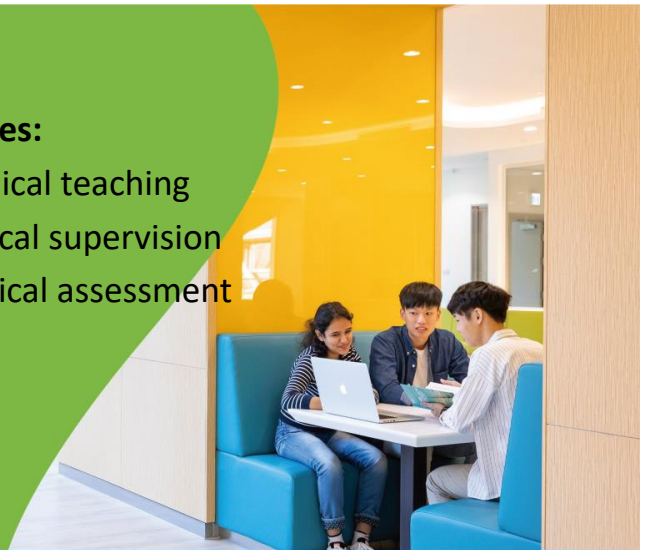
Roles of HCT & CA

Roles:

- Coach
- Role model
- Advisor
- Resource facilitator
- Counsellor
- Assessor
- Gate keeper

Responsibilities:

- Conduct clinical teaching
- Provide clinical supervision
- Perform clinical assessment



Practicum-related documents & administrative issues



Student Practicum Handbook

Guidelines and Instructions to Students for Clinical Placement

Bachelor of Nursing with Honours in

General/Mental Health Care

&

Higher Diploma in Nursing Studies

(General Health Care/ Mental Health Care)

**Guidelines and Instructions
to Students for Clinical Placement**

Guidelines and Instructions to Students for Clinical Placement

– A Reference for Clinical Institutions



Bachelor of Nursing with Honours in
General Health Care/ Mental Health Care
&
Higher Diploma in Nursing Studies
(General Health Care/ Mental Health Care)

Guidelines and Instructions
to Students for Clinical Placement

A Reference for Clinical Institutions

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BN - RN



Jacket



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Professional Appearance

HDNS - EN



HDN – EN conversion



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Professional Appearance

Full-uniform (OU)

Hair:

- Black, clean and neat

Appropriate
undergarment

Avoiding:

- heavy make-up
- Ornaments
- Sport shoes

Putting on:

- HKMU student card
- HKMU student nurse badge:
- Full time: 「護士學生 _____ 年級」
- Part-time (conversion): 「護士學生」
- and/or a clinical institution ID card

Keeping finger nails:

- short and clean
- no nail polish



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Student's Duty Roster

- Assigned by the corresponding clinical institution
 - BNHMN: 5 days / week
 - HDNS(MHC): Follow the ward's duty pattern
 - HDMHN: Follow the ward's duty pattern
- Day-off & gazette public holiday:
 - may not exactly fall on Sunday or the day of PH



Punctuality



Late for one shift /
absent from duty

A warning letter

Again

FAIL grade

Late for duty / Absent from duty

- Contact method with student
- Report of “Late for duty” /
“Absent from duty” Form
- Complete & fax to N&HS:
2406 2375

Report of “Late for Duty” / “Absent from duty”

Student Name:	Student No.:
Program: Full-time: Bachelor of Nursing with Honours in <input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care Higher Diploma in Nursing Studies <input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care Distance Learning: Higher Diploma in <input type="checkbox"/> Nursing <input type="checkbox"/> Mental Health Nursing	
Practicum: <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V (For Full-time Programme Students Only)	
Course Code: NURS N _____	
Hospital:	Ward/Unit: Specialty:

Record of “Late for Duty” / “Absent from duty”:

☐ Late for Duty: Date: _____ Duration: _____ Minutes

☐ Absent from Duty: Date: _____

Name and Rank of Clinical Staff:

Signature: _____

Remarks:

1. Please complete the report for student who has been “Late for duty” or “Absent from duty”.
2. Please refer to the completed report for the data of “Practicum” and “Course Code”.
3. The completed report should be faxed to the General Office of School of Nursing & Health Studies, HKMU, (Fax No.: 2406 2375).

If student feels unwell

- Student should:
 - inform ward IC immediately/ before shift duty
 - seek for medical consultation at once
- After medical consultation:
 - If can **resume duty**:
 - hand in a **copy of the “Certificate of Medical Attendance”** to the ward-in-charge

If student feels unwell

- If sick leave is granted:
 - Get a “Sick Leave Certificate” from the doctor (mandatory)
 - Inform ward-in-charge at once (days of sick leave)
- Hand in a **copy** of the following to ward IC when resume duty:
 - “Sick Leave Certificate”
 - completed “Notification of SICK/CASUAL Leave from clinical placement Form”
- Record the sick leave within 24 hours in the Electronic Clinical Practicum Records

Notification of SICK/ CASUAL Leave from Clinical Placement Form

Student Name: _____		Student No.: _____	
Programme: Full-time:			
Bachelor of Nursing with Honours in <input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care		<input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care	
Higher Diploma in Nursing Studies <input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care		<input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care	
Distance Learning:			
Higher Diploma in <input type="checkbox"/> Nursing <input type="checkbox"/> Mental Health Nursing		<input type="checkbox"/> Nursing <input type="checkbox"/> Mental Health Nursing	
Practicum: <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V (For Full-time Programme Students Only)			
Course Code: NURS N _____			
Hospital: _____		Ward/Unit: _____	
Specialty: _____			
<input type="checkbox"/> Sick leave / <input type="checkbox"/> Casual leave			
Date(s) of leave: _____			
Reasons of leave: _____			
Medical certificate /Casual leave application approving email enclosed: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Signature: _____			
Date of report: _____			

* Higher Diploma in Nursing /Mental Health Nursing students (An Integrated Conversion Programme for Enrolled Nurse) **without sponsorship** for the programme and all Full-time Programmes students:

1. Please hand in a copy of this form and medical certificate/justification of leave approval to the ward-in-charge in the first day of resuming duty.
2. Please submit the original copies of this form and medical certificate/justification of leave approval to the Course Coordinator by 5pm of the first Friday after the clinical placement.

* Higher Diploma in Nursing /Mental Health Nursing (An Integrated Conversion Programme for Enrolled Nurse) students who are **sponsored by their employers** (e.g. Hospital Authority/ private hospitals) for the programmes:

1. Please submit this form and the copy of medical certificate/justification of leave approval to the Course Coordinator by 5pm of the first Friday after the clinical placement.
2. Please also follow the procedures of the employers for sick leave/casual leave application.



Casual leave

- Student should **contact Field Coordinator** (email / Tel: 6476 7187) for application of casual leave in advance.
- If leave application is approved:
 - Inform the ward-in-charge for the date/days of casual leave
 - hand in a copy of the following to the ward-in-charge when resuming duty:
 - “**approving email for leave from the University**”
 - completed “Notification of SICK/CASUAL Leave from clinical placement Form”

****Max. 2 days leave in each Practicum**

Incident report

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Hong Kong Metropolitan University
School of Nursing and Health Studies

Incident Report Form

Student Name: _____ Student No.: _____

Program: Full-time
 Bachelor of Nursing with Honours in ☐ General Health Care ☐ Mental Health Care
 Higher Diploma in Nursing Studies ☐ General Health Care ☐ Mental Health Care
Distance Learning
 Higher Diploma in ☐ Nursing ☐ Mental Health Nursing

Practicum: ☐ I ☐ II ☐ III ☐ IV ☐ V (For Full-time Programme Students Only)

Course Code: NURS N _____

Hospital: _____ Ward Unit: _____ Specialty: _____

Details of Incident:

Date of incident: _____ Time of incident: _____

Client involved in the incident: ☐ Yes ☐ No

Age of the client: _____ Gender of the client: _____

Diagnosis of the client: _____

Description of the incident: (in details)

Incident Report Form (Revised Nov 2021)

Page 1/2

Action taken during the incident:

Action taken after the incident:

Description of injury sustained (applicable to student):

Medical consultation (applicable to student):

☐ No ☐ Yes Date: _____ Hospital/clinic: _____

Diagnosis: _____

Treatment: _____

Days of sick leave granted: _____

Field Coordinator informed:

Date: _____ Time: _____

Signature of student: _____

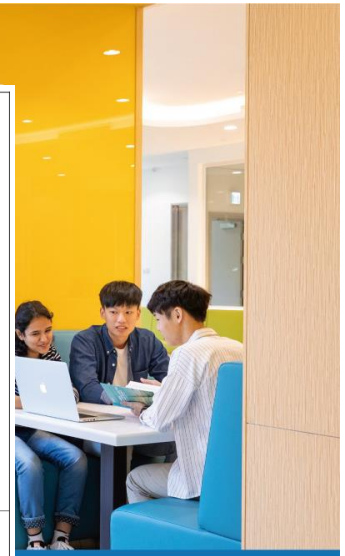
Name of student: _____

Date: _____

Send the completed "Incident Report" form to the course coordinator within 48 hours of the incident.

Incident Report Form (Revised Nov 2021)

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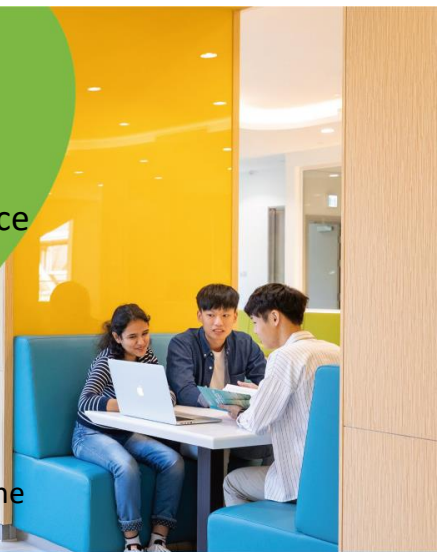
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Clinical Placement Appraisal Form

- If a student's overall performance was found **unsatisfactory** during the practicum even with advice given
- HCT & CA please:
 - inform Field Coordinator (**Tel.: 6476 7187**),
 - or contact the HKMU Resource Person of your hospital
 - **and** submit the "Clinical Placement Appraisal Form" to the University for follow up

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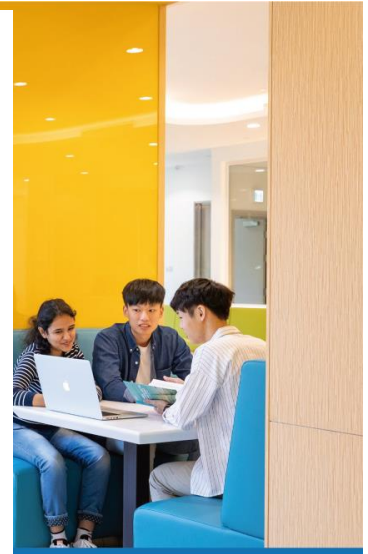


Clinical Placement Appraisal Form

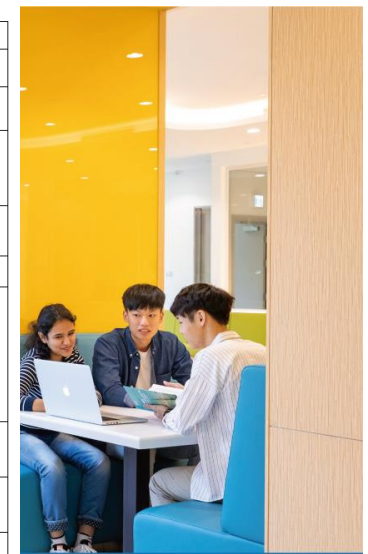
Student Name:	Student No.:
Program: <u>Full-time</u> : Bachelor of Nursing with Honours in <input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care Higher Diploma in Nursing Studies <input type="checkbox"/> General Health Care <input type="checkbox"/> Mental Health Care <u>Distance Learning</u> : Higher Diploma in <input type="checkbox"/> Nursing <input type="checkbox"/> Mental Health Nursing	
Practicum: <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V (For Full-time Programme Students Only)	
Course Code: NURS N _____	
Hospital: _____	Ward/Unit: _____ Specialty: _____

(Please contact Field Coordinator at 6476 7187 when filling up this form)

Section A: Professional Competency	Competent	Not Competent	N/A	Remarks
1. Assessment				
1.1 Identifies potential and actual health problems by differentiating normal and abnormal behaviour of patients and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Identifies presence of patient risk factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Identifies patient needs/problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



2. Planning	Competent	Not Competent	N/A	Remarks
2.1 Establishes priorities for patient needs/ problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Develops goals with specific time frame based on patient needs/problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Identifies nursing interventions which are appropriate and relevant to patient health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Demonstrates skills in organizing nursing care to solve patient needs/problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Intervention				
3.1 Demonstrates safety and competency in performing nursing care, with emphasis on the following specific areas: <ul style="list-style-type: none"> Basic Nursing Care Medication Administration Aseptic Technique & wound care. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Uses communication techniques appropriately in different patient situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Respects the rights and dignity of patients and their significant others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 Implements health education plan based on identified needs/problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Evaluation				
4.1 Demonstrates ability to document patient care in accordance with local practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Evaluates outcomes of care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



[illegible]

Date: _____



Adverse weather arrangement

颱風訊號，暴雨警告或極端情況下護士學生臨床實習的安排

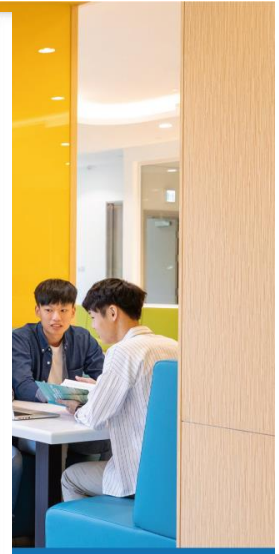
Arrangements of Clinical Placement during Rainstorms, Tropical Cyclone or Extreme Condition

1.	<p>當懸掛一號或三號颱風訊號 / 黃色或紅色暴雨警告時：學生須依時返回實習單位，進行臨床實習。 When Tropical Cyclone Warning Signal No.1 or No.3/Amber or Red Rainstorm Warning Signal/Extreme Condition is issued: students should report for duty or remain at work as usual. All clinical placement will proceed as scheduled unless an announcement to the contrary has been made by the University / Department.</p>		
2.	<p>當懸掛八號或更高颱風訊號 / 黑色暴雨警告 / 極端情況時，臨床實習的安排如下： When Tropical Cyclone Warning Signal No. 8 or above/ Black Rainstorm / Extreme Condition is issued, the arrangements of clinical placement are as below:</p>		
	<p>八號或以上颱風訊號 Tropical Cyclone No.8 or above</p>	<p>黑色暴雨警告 Black Rainstorm Warning</p>	<p>極端情況 Extreme Condition</p>
a)	<p>當颱風訊號/暴雨警告/極端情況在 04:00 或 04:00 以後仍然懸掛 When the signal/ warning/ 所有早班 (A duty) 實習將會取消。 Clinical placements of all AM duties are to be cancelled.</p>		

<p>1. 當懸掛一號或三號颱風訊號 / 黃色或紅色暴雨警告時：學生須依時返回實習單位，進行臨床實習。</p> <p>When Tropical Cyclone Warning Signal No.1 or No.3/Amber or Red Rainstorm Warning Signal/Extreme Condition is issued: students should report for duty or remain at work as usual. All clinical placement will proceed as scheduled unless an announcement to the contrary has been made by the University / Department.</p>			
<p>2. 當懸掛八號或更高颱風訊號 / 黑色暴雨警告 / 極端情況時，臨牀實習的安排如下：</p> <p>When Tropical Cyclone Warning Signal No. 8 or above/ Black Rainstorm / Extreme Condition is issued, the arrangements of clinical placement are as below:</p>			
	<p>八號或以上颱風訊號 Tropical Cyclone No.8 or above</p>	<p>黑色暴雨警告 Black Rainstorm Warning</p>	<p>極端情況 Extreme Condition</p>
<p>a) 當颱風訊號/暴雨警告/極端情況在 04:00 或 04:00 以後仍然懸掛 When the signal/ warning/ extreme condition is issued from 04:00 and afterwards</p>	<p><u>所有早班 (A duty) 實習將會取消。</u> Clinical placements of all AM duties are to be cancelled.</p>		
<p>b) 當颱風訊號/暴雨警告/極端情況在 06:00 或 06:00 後仍然懸掛 When the signal/ warning/ extreme condition is issued from 06:00 and afterwards</p>	<p><u>所有日班 (D duty) 實習將會取消。</u> Clinical placements of all Day duties are to be cancelled.</p>		



c)	當颱風訊號/暴雨警告/極端情況在 11:00 或 11:00 後仍然懸掛 When the signal/ warning/ extreme condition is issued from 11:00 and afterwards	所有午班 (P duty) 實習將會取消。 Clinical placements of all PM duties are to be cancelled.		
d)	當颱風訊號/暴雨警告/極端情況在 18:00 或 18:00 後仍然懸掛 When the signal/ warning/ extreme condition is issued from 18:00 and afterwards	所有夜班 (N duty) 實習將會取消。 Clinical placements of all Night duties are to be cancelled.		
e)	在實習時間內發出颱風訊號/暴雨警告 If the signal/ warning is issued during the clinical placement hours.	所有臨床實習須即時停止，學生應盡快離開實習單位。 All clinical placements are to be suspended and students are to be dismissed from clinical venue immediately.	如實習在戶內進行：學生應留在實習單位繼續進行臨床實習。 如實習在戶外進行：臨床導師應立即停止戶外活動，並安排學生到安全和避風的地方，直至環境安全方可讓學生解散離開。 <u>If clinical placement is held indoors:</u> All clinical placements are continue as usual. <u>If clinical placement is held outdoors:</u> Clinical mentor shall suspend the activities immediately. Students should remain indoor until it is safe to return home.	不適用 Not applicable
3.	如訊號/警告在實習時間內除下，當天的實習亦會繼續取消。 No resumption of clinical placement is required once the warning is lowered within the shift of clinical practicum.			



Communication: Field Coordinator

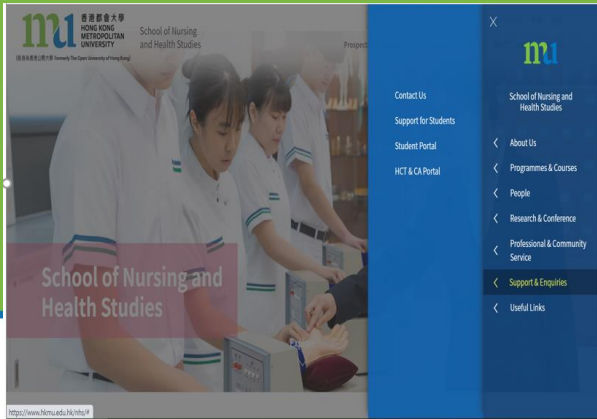
- 24-hour on-call
- For HCT & CA, students
- Clinical practicum related issue, e.g.:
 - incident reporting
 - HCT & CA password
 - Urgent student casual leave application
 - Student performance

• **Tel: 6476 7187**



Communication: HCT & CA Portal

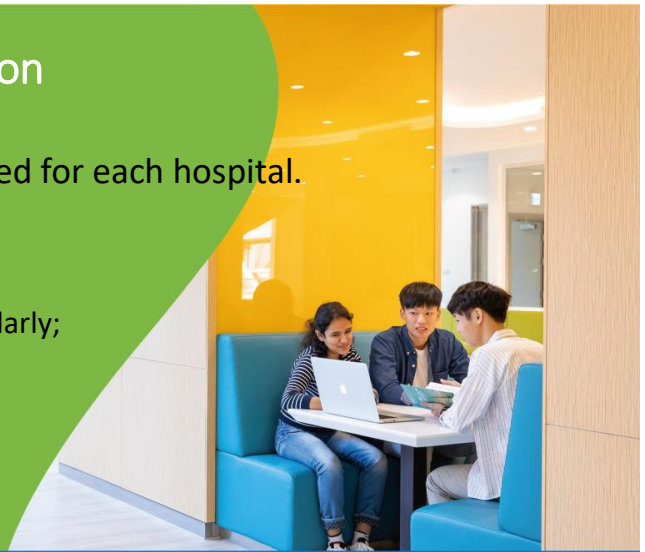
- Homepage: HKMU → School of Nursing & Health Studies → Support & Enquiries → HCT Portal
- <http://hctportal.hkm.edu.hk/static/index.php>



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Communication: Resource Person

- An HKMU Resource Person is assigned for each hospital.
- Responsibilities:
 - Conduct clinical visits to students regularly;
 - Facilitate communication:
 - Students
 - Clinical staff
 - Practicum course coordinators



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Resource Person

NTWC

- Dr. Wong Ka Fai
- Dr. Liu Tai Wa
- Ms. Jolene Mui
- Ms. Li Wai Yin

KWC

Ms. Judy Leung

NTEC

Dr. Wendy Wong Mr. Victor Lau

KCC

Mr. Kwan Siu Yuk

HKWC

Mr. Kelvin Wu

HKEC, KEC

Ms. Irene Law



Contact of HKMU Faculties

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Part 3:

Mentoring in the Clinical Practicum



Prepared by
Date



Learning Outcomes:

At the end of this part, participants should be able to :

- Understand the root meaning of mentoring;
- Describe the essential elements in mentoring;
- Understand the role of mentoring in nursing;
- Discuss the factors affecting effective mentoring;
- Appreciate the qualities and characters needed for being a mentor in HKMU's nursing programmes.



Introduction

- New model of education
- **Supernumerary status** in clinical practicum
- More emphasis being placed on **theory and practice education** instead of clinical practices of a work nature. (Kilcullen, 2007; Myall et al., 2009; Nursing and Midwifery Council, 2010; Rich & Nugent, 2010; Shepherd, 2014).
- **Mentor** is considered to play a paramount role in **empowering nursing students** to receive **superlative benefit from clinical placement**



Mentoring is Important

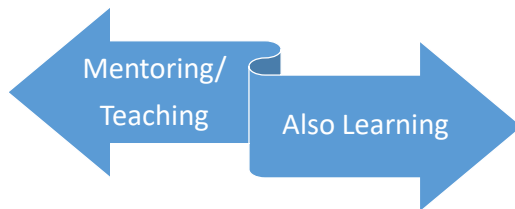
- **Knowledge and skills transfer.**
- **Professional socialization** and **personal support** → facilitate growth.
- Facilitate growth
 - **Mentee**: Facilitate articulation → greater productivity.
 - **Mentor**: enhancement of personal & professional knowledge; gain a new talented colleague.



Mentoring is Important

A partnership in which both share in personal growth process and personal growth development of one another.

(Dorsey & Baker, 2004)



"Tell me
and I forget.
Teach me
and I remember.
Involve me
and I learn."
BENJAMIN FRANKLIN

教學相長

nu

What is Mentoring?

- Has its root in ancient Greek.
- Surrogate father to a friend's son.
- For learning skills, culture & values.
- In preparation for manhood.



nu

Mentoring is...

A **nurturing** process in which a **more skilled or experienced person**, serving as a **role model**, **teaches**, **encourages**, **counsels**, and **befriends** a **less skilled person** for the purpose of **promoting** the latter's professional and personal development.

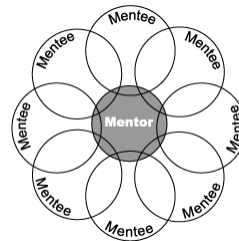
(Kaihlanen et al, 2013; Dorsey & Baker, 2004)



Mentors in Nursing

Mentor :

- qualified and experienced nurses
- by example & facilitation guide
- assist and support students in
 - learning new skills
 - adopting new behaviours
 - acquiring new attitudes



(English National Board, 1988)



Who could be a Mentor?

Mentor:

- *Wise* and *trusted* advisor, counselor, teacher.
- Has something to offer.
- Meeting the *needs* of the entrusted (mentee).
- Contributing to the achieving of *mutually* agreed outcomes.



Roles and Responsibilities of Mentors

Roles	Responsibilities
1. Coach	Guide, assist and support the student in a new learning environment.
2. Tutor	Share knowledge via experiences and inquiries; Facilitate learning opportunities basing on individual needs.
3. Networker	Socialize the student into the values and customs of the nursing profession.
4. Counselor	Facilitate the student's self-development and give psychological support.
5. Resource Facilitator	Show / provide access to resources.
6. Role Model	Provide an observable image for imitation.
7. Advisor	Build the student's confidence through constructive feedbacks.
8. Sponsor	Make recommendations for advancement if needed.

(Morton-Cooper & Palmer, 2000)





Characteristics of Students in New Generation

Special

Sheltered

Team
oriented

Confident

Pressured

Achieving

(Monaco & Martin, 2007)



5R Approach to a New Generation



RELEVANCE



RATIONALE



RELAXED



RAPPORT



RESEARCH-
BASED METHOD

(Price, 2010)



Key Responsibilities of Nursing Mentors

- **Familiarize** with university's programmes & mentee's stages of training / education.
- Identify & select a range of **learning opportunities** that are **congruent** with student's needs.
- Communicate with others who have a vested interest in a student's performance and **record** this accordingly.
- Analyze evidence from a **variety** of sources for making judgments about the competence of students and be accountable for such decisions.
- **Record** progress and untoward incidents or concerns about students' achievements and provide evidence as required of this.

(Murray, Rosen & Staniland, 2014)

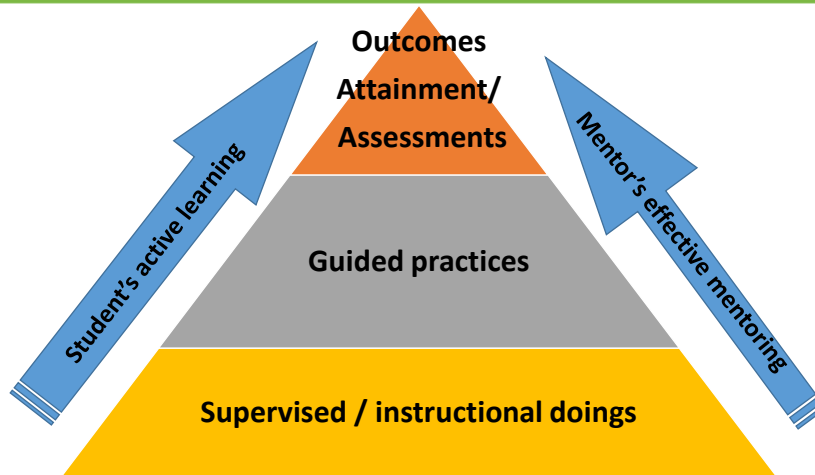


Mentoring Methods

- | | |
|--------------------|----------------------|
| • Observations | • Case Studies |
| • Demonstrations | • Debriefing |
| • Questioning | • Challenging |
| • Sharing | • Reflective moments |
| • Giving feedbacks | • |

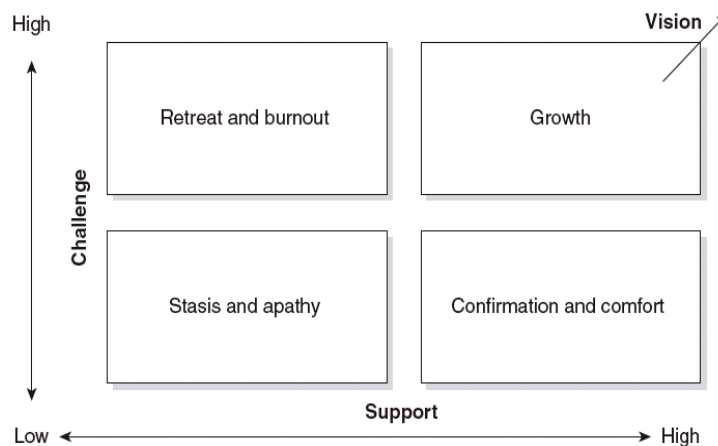


Process of Mentoring-Learning



Effective Mentoring

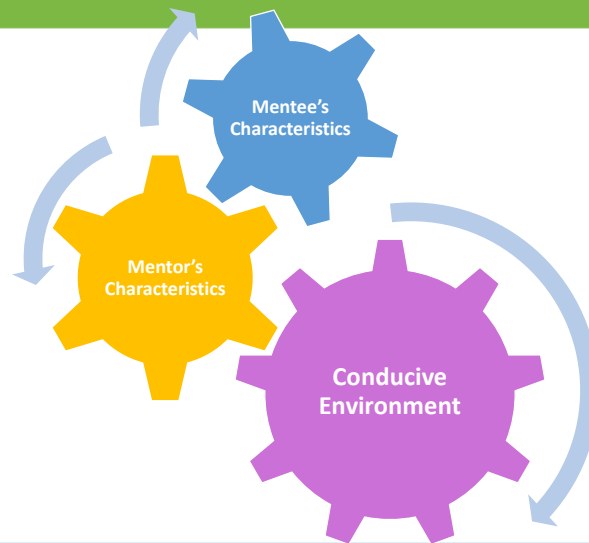
EFFECTIVE MENTORING



Source: http://www.sagepub.com/upm-data/39882_9780857024190.pdf



Factors Affecting Mentoring-Learning



Factors Affecting Mentoring-Learning

Mentee's Characteristics	Mentor's Characteristics	Conducive Environment
<ul style="list-style-type: none"> • Pre-existing knowledge and experience • Motivation • Memory • Learning styles • Emotions • Mentality / Maturity 	<ul style="list-style-type: none"> • Attitude/beliefs towards mentoring • Mentoring experiences • Personalities • Teaching style • Teaching strategies 	<ul style="list-style-type: none"> • Resourceful • Supportive/conducive atmosphere • Ward cultures • Clients' mix • Opportunities



Benefits of Mentoring

Mentees	Mentors
<ul style="list-style-type: none"> • Holistic development • Drilling on decision making • Gaining independence 	<ul style="list-style-type: none"> • Exert influences on profession • Appreciate responsibilities of teaching • Collegial mind & work • Keep abreast of practices

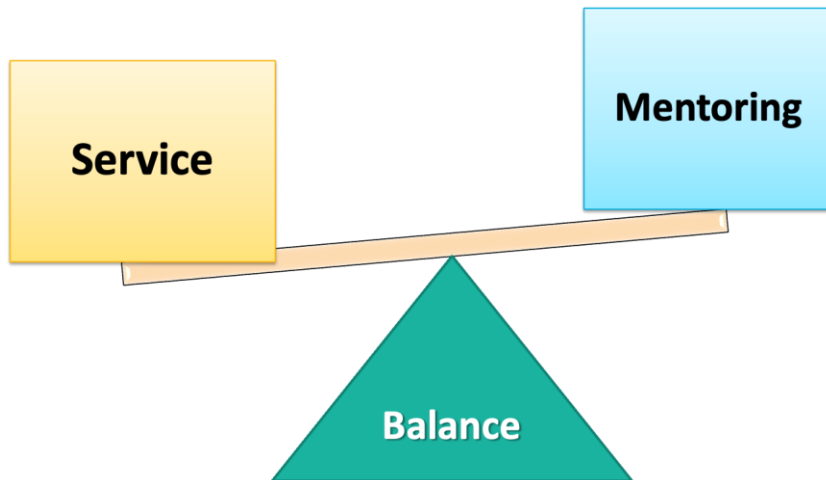


Challenges of Mentoring

Mentees	Mentors
<ul style="list-style-type: none"> • Communications • Physical endurance • Knowing own strengths & weaknesses 	<ul style="list-style-type: none"> • Dual roles: workforce + teacher • Coaching inert / aggressive students • Communicating feedbacks & progress • Actualizing assessment standards

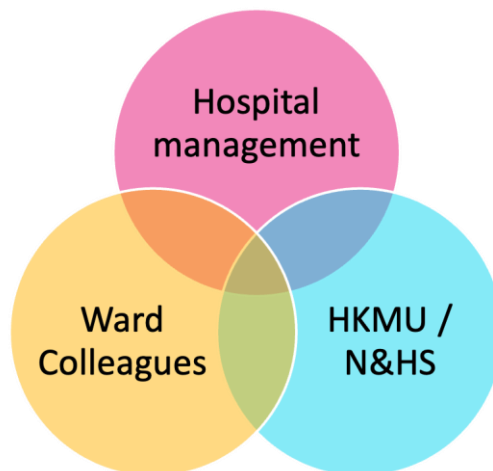


Conflicts or Frustration in Mentoring



mu

Supports



mu

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Part 4:

THEORETICAL PERSPECTIVES IN Clinical assessment



Clinical Assessment

Clinical assessor

“should monitor the student’s performance and make himself/ herself
available to the student during his/ her period of supervision”

(The Nursing Council of Hong Kong, 2015)

Assessment: what is it...

Measuring/Judging:

- **Clinical Performance**

Application & Integration

- **Knowledge**
- **Skills / Abilities**
- **Attitude**



Assessment: what is it...

- **Standard of Care**
- **Level of Competence**
- **Teaching - Learning**
 - ✓ **Strengths & Weaknesses**
 - ✓ **Consolidate Learning**
 - ✓ **Development**



Effective Assessment

Fairness

- Equal opportunity; unbiased

Validity

- Measure what it is supposed to measure

Reliability

- Assessment tool: consistent result for each student

Practicality

- Assessment: easy, unexpansive to use; practical in time and resources



Guidance in Conducting Continuing Clinical Assessment (CCA)

持續臨床評核



Continuing Clinical Assessment

Objectives:

- To teach and demonstrate clinical skill to student;
- To provide opportunities for student to practice the learnt skills;
- To identify student's strengths and weaknesses in learning and clinical practices;
- To coach and give feedback to student; and
- Evaluate student's level of competence

(The Nursing Council of Hong Kong, 2015)



Continuing Clinical Assessment (CCA)

- Assess the **clinical competency** of the students
- An **on-going process** of clinical assessment of the students over a period of time during their clinical placement
 - **one-off assessment > continuous assessment**
- Include 5 components: Teaching, Demonstration, Practice, Feedback, Evaluation
- CCA allows **more flexibility** in conducting clinical assessment in clinical setting & we have revised the iPad system to suit the requirement of NCHK



Strength of CCA

Overall

- More fair & accurate assessment
- No luck
- Motivate students to be active in practicing clinical nursing skills
- Raise standard of care to patient



Strength of CCA

To Candidate

- Fairness
- No personal bias
- Identify feedback to improve learning objectives in ward



Strength of CCA

To Clinical Service

- Smooth running ward routine
- Enhance therapeutic environment
- Keep clinical practice & setting up to standard
- Provide feedback
- Provide opportunity / environment to learn



Continuing Clinical Assessment (CCA)

Assessment areas:

- **Psychiatric acute nursing**
- **Rehabilitation / Long-stay**
- **CPNS / Out-reach Services**

*** Students are expected to demonstrate satisfactory clinical competency***



BN (Hons) (MHC) – Practicum Handbook



Psychiatric acute nursing

Upon completion of this clinical placement, the students should be able to:

A. Providing a therapeutic milieu:

- Carry out ward routine
 - Daily, weekly and monthly routine
- Provide a safe environment
 - Lighting, temperature and ventilation
 - Fire prevention and fire drill
 - Emergency and first-aid drill
 - Ward security and safety
 - Correct use of equipment and effective use of resources
 - Use and storage of potentially dangerous articles
- Use communication skills to communicate with clients, relatives and healthcare team members
 - Verbal communication
 - Written communication

B. Assessing, planning, implementing and evaluating nursing interventions for clients during acute phase of mental illness:

- Demonstrate therapeutic attitude
 - Accept client non-judgmentally
 - Show respect, patience and empathy
 - Instill a positive attitude to clients and relatives
- Conduct bio-psycho-social assessment of clients
 - Conduct assessment of clients who suffer from :



(Rate all items and Put a “✓” in the box)

Assessment Items	Clinical Competency	
	Achieved #	Not achieved #
A. Providing a therapeutic milieu:		
• Carry out ward routine		
• Provide a safe and therapeutic ward environment		
• Use communication skills to communicate with clients, relatives and health care team members		
B. Assessing, planning, implementing and evaluating nursing interventions for clients during acute phase of mental illness:		
• Demonstrate therapeutic attitude		
• Conduct bio-psycho-social assessment of clients		
• Plan and implement nursing interventions to meet bio-psycho-social needs of clients		
• Evaluate outcomes of interventions		
• Administer medications		
• Perform aseptic technique procedures		

No “NA”

Any one of the assessment items is rated “competency not achieved” = Fail



Guideline in Conducting CCA

3 Attempts of CCA For Each Nature of Clinical Placement



	BN (Hons) (Mental Health Care)			HD in Nursing Studies (Mental Health Care)			HD in Mental Health Nursing EN conversion		
Attempt	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
Acute	6 Weeks	1 Week	1 Week	6 Weeks	1 Week	1 Week	5 Weeks	1 Week	1 Week
Rehab/ Long-stay	6 Weeks	1 Week	1 Week	6 Weeks	1 Week	1 Week	5 Weeks	1 Week	1 Week
CPNS	4 Weeks	1 Week	1 Week	4 Weeks	1 Week	1 Week	4 Weeks	1 Week	1 Week



In 1st Attempt, CCA Assessor Should:

- Orientate, coach and feedback to the student continuously
- Complete the assessment form in the last week of first attempt period and return the completed form to CND/NSD/DOM/coordinator within in the following week
- If a student fails in the first attempt, inform WM/SM, HKMU resource person/course coordinator and ***assigns another assessor to student (optional)***



In 2nd attempt, CCA assessor should:

- Coach and assess student knowledge and skills continuously
- Complete the assessment form on or before the last day of second assessment period and return the completed assessment form to CND/NSD/DOM/coordinator within the following week
- If the student fails in the second attempt, inform WM/SM/coordinator and HKMU course coordinator immediately

****Assigns another assessor to student/change to another venue of the same nature if possible***



In 3rd attempt, CCA assessor should:

- Coach and assess student knowledge and skills continuously
- Complete the assessment form on or before the last day of second assessment period and return the completed assessment form to CND/NSD/DOM/coordinator within the following week
- If the student fails in the second attempt, inform WM/SM/coordinator and HKMU course coordinator immediately



Consequence of failing 3 attempts of CCA



FAIL



Remember

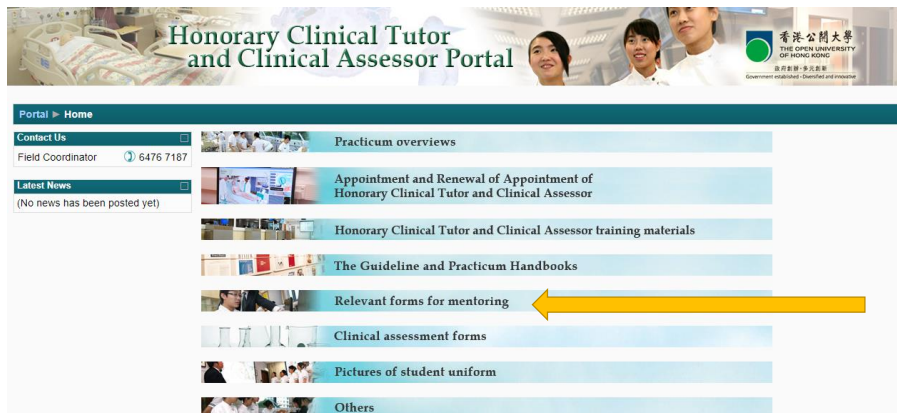
Check all items in the CCA forms are completed.

Ask questions to assess the student's knowledge for items that he/she has not experienced during the assessment period.



Where can I find the blank CCA forms?

Student will give you a blank form



Post assessment discussions / evaluation



Post assessment discussions...

Assessor \leftrightarrow Student

Assessor \leftrightarrow University

Student \leftrightarrow University



Post assessment discussions...

- Inform results of assessment
- Indicate strengths and weaknesses
- Give guidance for improvement
- Sum up the course of action to be taken



Post assessment discussions...

- How to conduct?
 - Via fact-to-face interview
 - In appropriate environment
 - Allow adequate time
 - Establish trust
 - Open communication



Post Assessment Discussion

Post-assessment Discussion is Interactive

Clinical Assessor	Candidate
Give feedback	Make clarifications
Ensure acceptance of the results	Obtain guidance
Facilitate development	Gain the mutual understanding



Clinical assessment

Last But Not Least ... Readiness

- Are You Ready?
- Is the Assesse Ready?
- Is the Patient Ready?
- Is the Ward Ready?



Part 5:

臨床實習評估系統 iPad mini



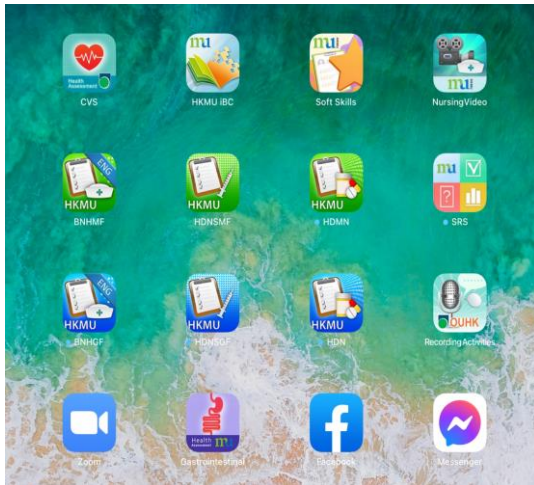
Honorary Clinical Tutor

Record of clinical practicum

- Psychogeriatric
- Child & adolescent
- Learning disabilities
- Substance abuse
- Psy OPD / social centre
- Medical & surgical
- Long-stay/subacute (for BN only)



護理學錄像



課程種類

	BNHGF	全日制護理學榮譽學士學位(普通科)
	BNHMF	全日制護理學榮譽學士學位(精神科)
	HDNSGF	全日制普通科護理學高級文憑
	HDNSMF	全日制精神科護理學高級文憑
	HDN	兼讀制護理學高級文憑
	HDMN	兼讀制精神健康護理學高級文憑

導師需評估學生
每次實習的臨床表現

導師登入

1. 評核紀錄 (Assessment)
- 導師以密碼登入系統評分
2. 學習指南 (Study Guide)
3. 守則與支援 (Terms & Support)
4. 護理學錄像 (Nursing Video)



導師登入

登入後

1. 導言 (Introduction)
2. 待辦事項 (To-do List)
= 同學已作自我評分的项目
3. Professional Nursing Competency
(BN only)



Reset Pin Save Logout

Bachelor of Nursing with Honours in Mental Health Care

1. Introduction >
2. Areas of clinical learning >
3. Records >

Bachelor of Nursing with Honours in...

Programme Instruction

Aims

Nature of clinical settings and clini...

Clinical assessment

Learning outcomes

Arrangements of Clinical Placeme...

Assessments **Study Guide** Terms & Support Nursing Video



Back 2 Save Logout

Areas of clinical learning

1. Nursing management for psychiatric long-stay/subacute clients >
2. Nursing management for psychogeriatric clients >
3. Nursing management for child and adolescent clients >
4. Nursing management for clients with learning disabilities >

返回 2 儲存 登出

學習評估紀錄

1. 老年精神科病人護理 >
2. 兒童及青少年精神科病人護理 >
3. 智力障礙病人護理 >
4. 物質濫用病人護理 >
5. 病人康樂中心及病人資源中心 / 精神科門診部 >
6. 內科及外科病人護理 >

Student's version



[Back](#)

2.1.2

[Save](#)[Logout](#)

4. Use communication skills to communicate with psychiatric long-stay/subacute clients, relatives, visitors and members of health care team

Self rating

[Achieved](#)[Not Achieved](#)

HCT rating

[Achieved](#)[Not Achieved](#)

Self-rated at -

HCT-rated at -

Student's version

[Back](#)

2.1.2

[Save](#)[Logout](#)

4. Use communication skills to communicate with psychiatric long-stay/subacute clients, relatives, visitors and members of health care team

Self rating

[Achieved](#)[Not Achieved](#)

HCT rating

[Achieved](#)[Not Achieved](#)

Self-rated at 2016-08-01 00:17

HCT-rated at -

Student's version



Save


Logout

Bachelor of Nursing with Honours
in Mental Health Care

1. Introduction

2. To-do List

Tutor's version



Back


Save

Logout

To-do List

1. Provide safe and therapeutic
environment to psychiatric
long-stay/subacute clients

Tutor's version



Back

2.1.2

Save

Logout

Provide safe and therapeutic environment to psychiatric long-stay/subacute clients

1. Use communication skills to communicate with psychiatric long-stay/subacute clients, relatives, visitors and members of health care team

Self rating

Achieved


Not Achieved

HCT rating

Achieved

Not Achieved

Tutor's version



Back

2.1.2

Save

Logout


Provide safe and therapeutic environment to psychiatric long-stay/subacute clients

Save completed

OK

No edit function

Tutor's version



Continuing Clinical Assessment (CCA)

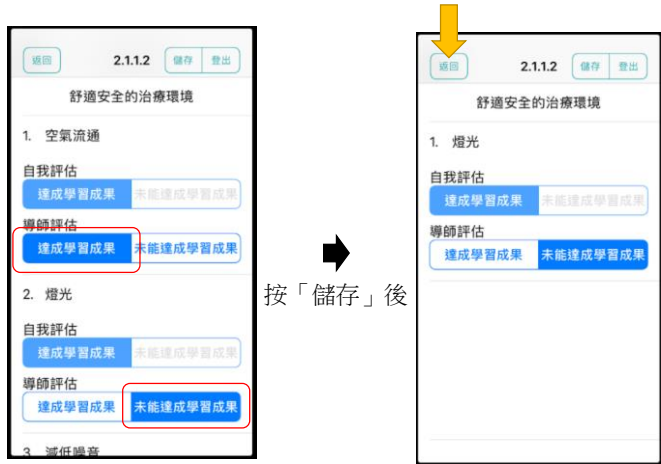
iPad Mini



導師評分



導師評分



按「儲存」後

- 按「返回」，可繼續評估下一個待辦事項
- 「達成學習成果」項目消失
- 「未能達成學習成果」項目將保留，留待學生改善後再次評分



護理學錄像

1. 評核紀錄 (Assessment)
2. 學習指南 (Study Guide)
3. 守則與支援 (Terms & Support)
4. 護理學錄像 (Nursing Video)



護理學錄像



評估系統的注意事項

- 保持密碼機密
- 授予獨立評估權
- 參考使用手冊
- 如有疑問，請致電 Field Coordinator: 6476 7187
- 緊記.....登出



Continuing Clinical Assessment (CCA)

Unsatisfactory Performance

- Complete the **Clinical Placement Appraisal Form** and submit to HKMU



After this training, you will have

- You have
 - An appointment letter from HKMU and PolyU
 - “Certification of attendance”
- Online application
 - “Application as a honorary clinical tutor / continuing clinical assessment assessor form “
 - “continuing nursing education activity evaluation sheet”





Thank you!