Honorary Clinical Tutor (HCT) & Clinical Assessor (CA) Training Workshop 2024



School of nursing & health studies 護理及健康學院



09/5/2024

Workshop Schedule

Time	Topic/ Content
14:30-15:00	Introduction to the HKMU Nursing Programmes
15.00 15.20	Roles & responsibilities of HCT & CA
15:00-15:30	Practicum-related documents and administrative issues
15:30-16:15	Mentoring in clinical setting
16:15-16:30	• Break
16:30-16:45	Evaluation of clinical performance and Electronic School Bag
16:45-17:20	Clinical assessment
17:20-17:30	• Q & A session



Learning Outcomes

At the end 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.





Nursing & Health Studies Programmes

Full-time Programmes Part-time Programmes (Pre-registration) **Sub-degree Sub-degree Undergraduate Undergraduate Programme Programmes Programmes Programmes Bachelor** of Bachelor 普通科護理學 護理學 **Nursing with** of Nursing 高級文憑課程 高級文憑課程 Honours in (HDNS) (HDN) General **Master of Nursing (Chinese Medicinal Nursing) Health Care** 護理學碩士 (中醫護理) **Bachelor** of 精神健康 精神科護理學 Master of Science in Extensive **Nursing with** 護理學 End-of-Life Care 高級文憑課程 理學碩士(全面紓緩照護) Honours in 高級文憑課程 **Mental Health** (與善寧會合作之課程) Care (Dual Degree) Master of Science in **Smart Ageing and Gerontology Registered Nurse** 智能安老及老年學理學碩士(雙學位) **Enrolled Nurse Registered Nurse** (與嶺南大學合辦之課程) (Higher Diploma) (Higher Diploma) (Bachelor (Hons)) 健康學文憑



(社區健康護理)

School of Nursing & Health Studies 護理及健康學院

Full-time Nursing Programmes



Bachelor of Nursing with Honours in General Health Care (BN)

- 5 year programme
- Medium of Instruction: English
- 2019-20 cohort onwards
- 2021 cohort onwards





Bachelor of Nursing with Honours in General Health	Care	(BN)
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09/5/2024

Autumn Term (Sept – Jan)	Spring Term (Jan – May)	Summer Term (May – Aug)			
	Year 1				
 Fundamental of Anatomy and Physiology Fundamental Nursing Practice 		Clinical Practicum			
 Effective Use of English I Fundamental of Microbiology and Pharmacology 	 Nursing Therapeutics in General Nursing I Applied Psychology in Nursing 	(General Health Care) I			
	Year 2				
 Nursing Therapeutics in General Nursing II Specialty Nursing (General Health Care) I Health Assessment Health Promotion and Education 	Clinical Practicum (General Health Care) II	 Nursing Therapeutics in General Nursing II Specialty Nursing (General Health Care) I Sociology of Health in Nursing Effective Use for English Communication II: Reading & Writing 			
	Year 3				
Nursing Therapeutics in General Nursing III					
 Specialty Nursing (General Health Care) II Nursing Management General Education I 	 Chinese and Alternative Medicinal Nursing General Education II General Education III 	 Nursing Therapeutics in General Nursing IV General Education IV 			
	Year 4				
Professional Nursing Practice					
Nursing Research I	Clinical Practicum (General Health Care) III	Clinical Practicum (General Health Care) IV			
	Year 5				
Clinical (General H					
 Nursing Research II Interprofessional Learning in Care Delivery (General Health Care) 					

BN Practicum Arrangements (2021 Cohorts Onwards)

Yea r	Clinical Placement	Duration (week)	Areas of CCA
1	Specialty Nursing: Primary Health Care	2	
2	 Medical / Surgical Nursing (Group Mentoring) 	5	AT +/- AOM
3			
4+5	 Medical / Surgical Nursing Specialty Nursing: Geri, CNS, Psy, OBS, Paed, A&E 	23+12	AOM, PNC



Higher Diploma in Nursing Studies (General Health Care) (HDNS) 普通科護理學高級文憑

- 2年課程
- 教學語言: 中文





普通科護理學高級文憑 (HDNS):課程結構

秋季學期	春季學期	夏季學期
	一年級	
學科物生類人論概務實理護 (一)床臨護理學 [普通科] (一)		 床臨護理學 [普通 科] (三) 訊傳及言語健保 論概務實理護 (二)
	床臨護理學[普通科](二)	 育教健保合綜 進促康健
	二年級	
護理實習 [普通科] (一) 09/5/2024	護理實習 [普通科] (二)	護理實習 [普通科] (三)



普通科護理學高級文憑(HDNS):臨床實習範圍及實習時數

學年	學科	實習週數	夜更	臨床實習範圍
	護理實習[普通科](一)	6週 (5-8月)	/	内科、外科護理
	護理實習[普通科](二)	16週 (1-4月)	8更 (內科)	内科、外科護理
	護理實習[普通科](三)	16週 (5-8 月)	6更(外科)	内科、外科護理



普通科護理學高級文憑(HDNS):臨床評核

學年	學科	實習週數	臨床實習範圍	臨床評核
1	護理實習[普通科](一)	6週	內科、外科護理	無菌技術
2	護理實習[普通科](二)	16週	內科、外科護理	給口服藥
2	護理實習[普通科](三)	16週	內科、外科護理	



School of Nursing & Health Studies 護理及健康學院

Part-time Nursing Programmes



Higher Diploma in Nursing (HDN) 護理學高級文憑 課程

- 登記護士綜合轉換課程(兼讀課程)(EN Conversion)
- 3年課程
- 教學語言:中文
- 導修課、補習式指導課、實驗室實習課、日間課堂
- 臨床實習 (29-33週)





護理學高級文憑課程 (HDN): 課程內容

科目		第 一年	Ē		第二年	F		第三年	F
	秋季	春季	夏季	秋季	春季	夏季	秋季	春季	夏季
基礎科目									
• 基礎生命科學									
• 兒童及成人護理學[一]									
中級科目									
• 健康促進									
• 行為科學[護士科目]									
• 兒童及成人護理學[二]									
• 專科護理學									
• 臨床實習									
高級科目									
• 護理專業透視									



護理學高級文憑課程:臨床實習

臨床實習範圍	29 週實習安排	33 週實習安排
內科護理	8	10
外科護理	7	9
兒童及青少年護理	2	2
婦產科護理	2	2
基層健康護理	2	2
老人科護理	2	2
急症護理	2	2
社康護理	2	2
精神健康護理	2	2
合計	29	33

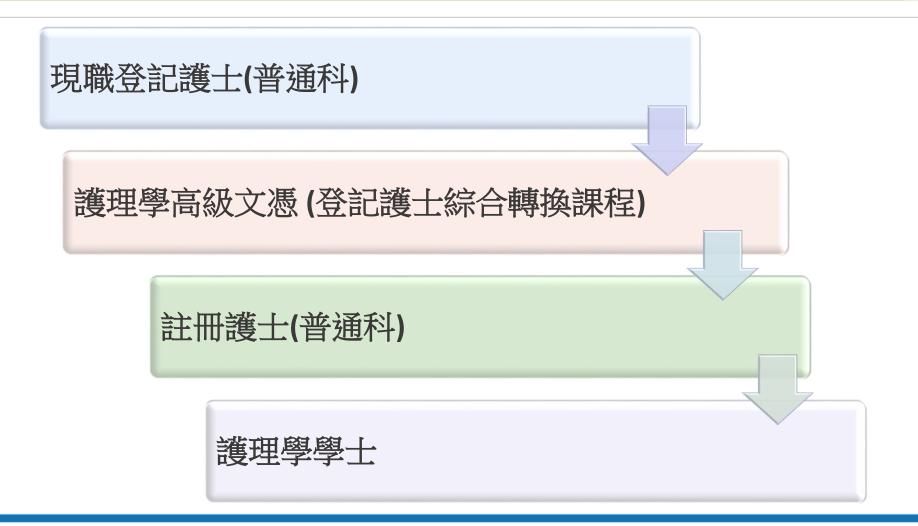


護理學高級文憑課程:臨床實習

- 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
 - 由榮譽臨床導師及臨床評核委員 (HCT & CA) 帶教
- 持續臨床評核:AOM & PNC



護理學高級文憑課程





Honorary Clinical Tutor (HCT) & Clinical Assessor (CA)
Training Workshop 4



School of Nursing & Health Studies 護理及健康學院

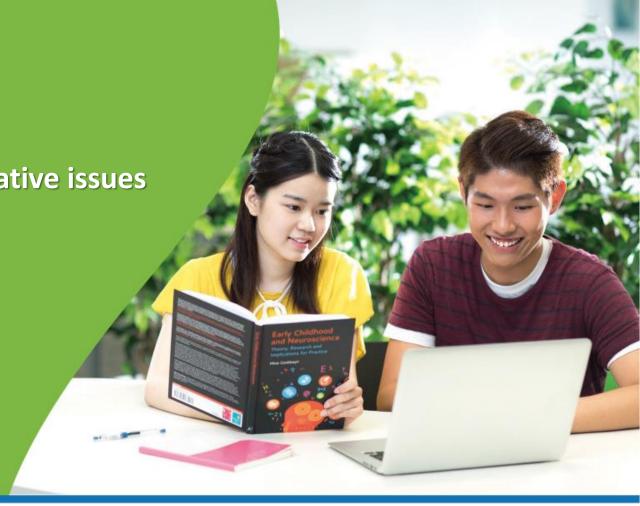


09/5/2024

Part 2:

Roles & responsibilities of HCT & CA

Practicum-related documents and administrative issues





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

- Eligibility to apply:
 - 3 years post-registration
 clinical experience

Submit the application form
 Via CND / NSD of the respective
 hospital or ward / department
 manager

Apply once



Application for the Appointment of Honorary Clinical Tutor (美春進床準節) and Clinical Assessor (臨床評核委員

Name:	Title:
(English)	(Chinese) Dr./Mr./Mrs./Ms/Miss
Ward/Unit:	Hospital:
Office Address:	
Office Telephone number:	
Registration No. as Registered Nurse	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.

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

Your log-in password for HKMU Electronic School Bag



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 the their clinical placement:
 - Aseptic Technique
- 2. Administration of Medications
- 3. Professional Nursing Competencies

Information related to Practicums of all nursing programmes can be accessed from the following link: https://hctportal.hkmu.edu.hk/

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

Your Password is: XXXXXXX

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



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



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)



Roles and Responsibilities of HCT/CA (Mentors)

Roles	Responsibilities: Conduct Clinical Teaching & Provide Clinical Supervision
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. Perform clinical assessments.
8. Sponsor	Make recommendations for advancement if needed. (Morton-Cooper & Palmer, 2000)



Practicum-related documents & administrative issues



Student Practicum Handbook



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 Practicum - 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



Professional Appearance

HDNS - EN



HDN – EN conversion





BN - RN Jacket







Professional Appearance

- Full-uniform +/- jacket
- Hair in natural color
- Male: Black shoes; Female: white shoes
- Putting on HKMU student ID card and badge
- Appropriate undergarment
- Avoiding:
 - heavy make-up
 - ornaments
- Keeping finger nails:
 - short and clean
 - no nail polish





Student's Duty Roster

- Assigned by the corresponding clinical institution
 - BN: 5 days / week
 - HDNS: Follow the ward's duty pattern
 - HDN: Follow the ward's duty pattern
- Duty pattern (first day): start at 9
- Day-off & gazette public holiday:
 - May not exactly fall on Sunday or the day of PH
 - May not follow if falls on weeks with too many PH
 - e.g. Christmas
 - e.g. CNY
 - e.g. Easter + Ching Ming



Late for / absent from duty

- Contact method with student
- Report of "Late for duty" / "Absent from duty" Form
- Complete return to N&HS
 - Email cnec@hkmu.edu.hk
 - Fax 2406 2375



Report of "Late for Duty"/ "Absent from duty"

Student Nar	ne:			Student No.:		
Programm:	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 L	earning:				
	Higher Dip	oloma in 🔲 N	Jursing Men	tal Health Nursing		
Practicum:	□ I □	II 🗆 III	□ IV □ V	(For Full-time Progra	ammge Students Only)	
Course Cod	e: NURS	N				
Hospital:		W	/ard/Unit:	Specialty:		
Record of	Late for D	uty" / "Abser	nt from duty":			
☐ Late fo	r Duty: D	ate:	Γ	Ouration:	Minutes	
☐ Absent				_		
Signature:						

Romarke

- Please complete the report for student who has been "Late for duty" or "Absent from duty".
- Please refer to the concerned student for the data of 'Practicum' and "Course Code".
- 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:
 - Phone to ward and email teacher at least one hour before shift duty
 - seek for medical consultation at once
- After medical consultation:
 - Phone to ward and email teacher the days of leaves
- When resume duty:
 - Submit a copy of the "Certificate of Medical Attendance" to the ward-in-charge
 - True copy to the School



If student feels unwell



Notification of SICK/ CASUAL Leave from Clinical Placement Form

Student Name:	Student No.:
	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 ☐ IV ☐ V (For Full-time Programme Students Only)
Course Code:	NURS N
Hospital:	Ward/Unit: Specialty:
☐ Sick leave	/ Casual leave
Date(s) of leav	/e:
Reasons of lea	ve:
Medical certificate /Casual leave application approving email enclosed: Yes 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-incharge 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.



Leave for urgent issue (urgent leave)

- For emergency purpose (e.g. family member in critical condition, accident)
- Urgent leave application procedure:
 - Students: phone to ward and email to teacher, explain a sounded reason.
 - Clinical Coordinator will email and inform CND about the urgent leave



Duty request for special issue

- Some foreseeable life and important issues (e.g. university event, exam, medical appointment, etc)
 - Student should inform the teacher and apply via teacher.
 - If approved, teacher will send email to CND
- Application for recreational purpose will NEVER be accepted



Clinical Placement Appraisal Form

- Criteria used to assess the students' performance.
 - If performance satisfactory → no need to fill
 - If performance unsatisfactory after repeated feedback → need to fill
- HCT & CA please:
 - First: Inform us (e.g. in the middle of the CP period, or few weeks after commencement of CP)
 - Field Coordination Hotline (Tel.: 6476 7187; 8am 8pm, please leave your name and number if missed); or
 - Clinical Coordinator (Dr Fabian Tung, Tel or WhatsApp: 3970 8732)
 - Second: Submit the "Clinical Placement Appraisal Form" to Clinical Coordinator





Clinical Placement Appraisal Form

Student Name:	ame: Student No.:					
Programm: Full-time: Bachelor of Nursing with Honours in General 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:				
Please contact Field Coordinator at 6476 7187 when filling up this form) Section A: Professional Competency Competent Not Competent N/A Remarks						
1. Assessment						
Identifies potential and actual health problems by differentiating normal and abnormal behaviour of patients and their families.						
Turnines.						
Identifies presence of patient risk factors.						



2. Planning		Competent	Not Competent	N/A	Remarks
2.1	Establishes priorities for patient needs/ problems.				
2.2	Develops goals with specific time frame based on patient needs/problems.				
2.3	Identifies nursing interventions which are appropriate and relevant to patient health problems.				
2.4	Demonstrates skills in organizing nursing care to solve patient needs/problems.				
3. Int	ervention				
3.1	Demonstrates safety and competency in performing nursing care, with emphasis on the following specific areas: Basic Nursing Care Medication Administration Aseptic Technique & wound care.				
3.2	Uses communication techniques appropriately in different patient situation.				
3.3	Respects the rights and dignity of patients and their significant others.				
3.4	Implements health education plan based on identified needs/problems.				
4. Ev	aluation		,		
4.1	Demonstrates ability to document patient care in accordance with local practice.				
4.2	Evaluates outcomes of care.				



Section	on B: Personal Attributes	Satisfactory	Not Satisfactory	N/A	Remarks
5. Pro	ofessional Behaviours				
5.1	Seeks advice or guidance appropriately.				
5.2	Demonstrate self-discipline Punctuality Professional appearance Personal integrity Confidentiality				
5.3	Respect the rights and dignity of clients and their significant others.				
5.4	Communicate and cooperate well with: Clients and relatives Multi-disciplinary teams				
Signat	ture of appraiser:				
Name	of appraiser:				
Positi	on/Rank:				
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.	當懸掛一號或三號颱風訊號 / 黄習。	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			
	When Topical Cyclone Warning Signal No.1 or No.3/Amber or Red Rainstorm Warning Signal/Extreme						
		ondition 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.						
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:						
	When Tropical Cyclone Warning Signal No. 8 or above/ Black Rainstorm / Extreme Condition is issued,						
	the arrangements of clinical placem	nent are as below:					
				t^ \			
		八號或以上颱風訊	黑色暴雨警告	極端情況			
		號	Black Rainstorm	Extreme Condition			
		Tropical Cyclone	Warning				
		No.8 or above					
a)	當颱風訊號/暴雨警告/極端情況-	所有早班 (A duty) 賃	實習將會取消。				
	在 04:00 或 04:00 以後仍然懸掛	Clinical placements o	f all AM duties are to be ca	ancelled.			
	When the signal/ warning/						
	extreme condition is issued from						
	04:00 and afterwards						
b)	當颱風訊號/暴雨警告/極端情在_	所有日班 (D duty) 賃	實習將會取消。				
	06:00 或 06:00 後仍然懸掛	Clinical placements of all Day duties are to be cancelled.					
	When the signal/ warning/						
	extreme condition is issued from						
5/2024	06:00 and afterwards						

	VOIVO BIIG BIOT HAIGD	l-			
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	所有午班 (P duty) 實習將會取消。 Clinical placements of all PM duties are to be cancelled.			
	When the signal/ warning/ extreme condition is issued from 11:00 and afterwards				
-15		以七元TT (ALL) 克羽收入所以			
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	所有夜班 (N duty) 實習將會取消。 Clinical placements of all Night duties are to be cancelled.			
	When the signal/ warning/				
	extreme condition is issued from 18:00 and afterwards				
e)	在實習時間內發出颱風訊號/暴雨警告	所有臨床實習須 即時停止,學生應	如實習在戶內進行: 學生應留在實習單位	不適用	
	If the signal/ warning is issued	盡快離開實習單	繼續進行臨床實習。	Not applicable	
	during the clinical placement hours.	位。	如實習在戶外進行:		
		All clinical	臨床導師應立即停止		
		placements are to be	戶外活動,並安排學生		
		suspended and			
		students are to be dismissed from	直至環境安全方可讓學生解散離開。		
		clinical venue			
		immediately. <u>If clinical placement is</u>			
			held indoors:		
		All clinical placements are continue as usual.			
			are continue as asaar.		
			If clinical placement is		
			held outdoors:		
			Clinical mentor shall		
			suspend the activities		
			immediately. Students should remain indoor		
			until it is safe to return		
			home.		
3.	如訊號/警告在實習時間內除下,當				
		No resumption of clinical placement is required once the warning is lowered within the shift of clinical			
	practicum.				



Resource Person / Clinical Assessor

- Responsibilities:
 - Conduct clinical visits to students
 - Conduct clinical assessment (for BN and HDNS only)
 - Facilitate communication:
 - Students
 - Clinical staff
 - Practicum course coordinators / course leaders



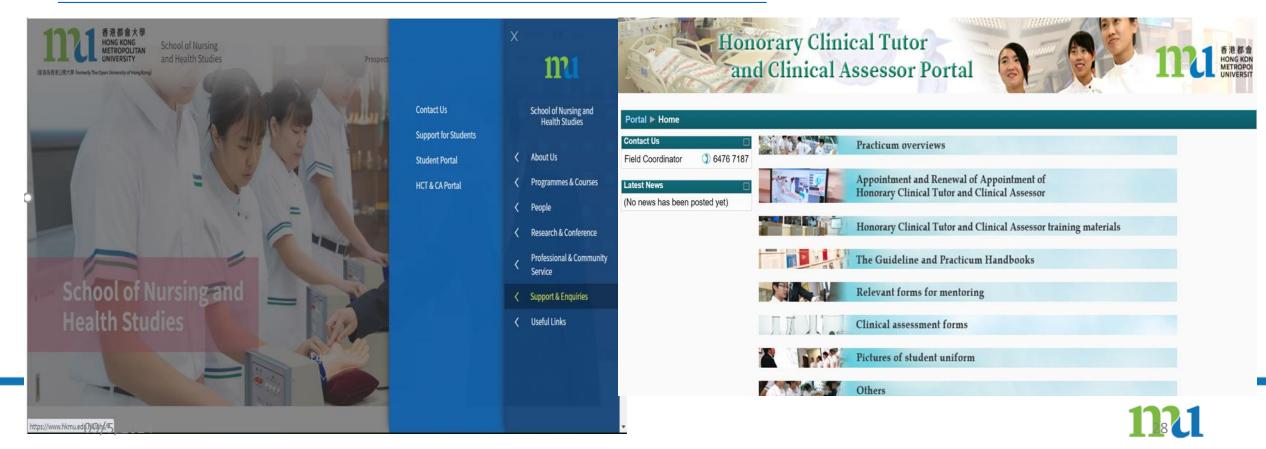
Field Coordination Hotline

- Clinical practicum related issue, e.g.:
 - Forget HCT & CA password
 - General enquiry
 - Student performance
 - Incident reporting
- Tel: 6476 7187 (8am 8pm)
- If no reply, please DO leave your message.
 - Last name, Tel no.
 - No need to describe the issue.



Communication: HCT & CA Portal

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



Honorary Clinical Tutor (HCT) & Clinical Assessor (CA)
Training Workshop 2024



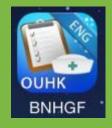
School of Nursing & Health Studies 護理及健康學院



09/5/2024

Part 3: 臨床實習評估系統









School of nursing & health studies 護理及健康學院



09/5/2024

課程種類

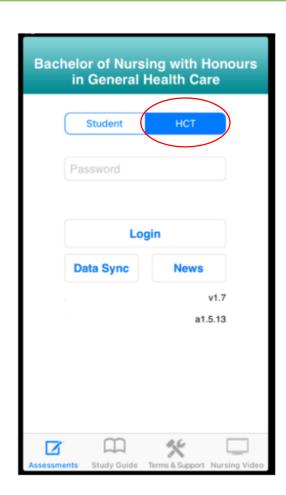


導師需評估學生 **每次**實習的臨床表現



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)



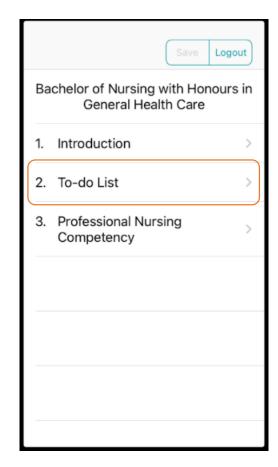




導師登入

登入後

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













完成評估評估後按「儲存」

因應臨床表現評估同學為:

- 「達成學習成果」
 - 或
- 「未能達成學習成果」







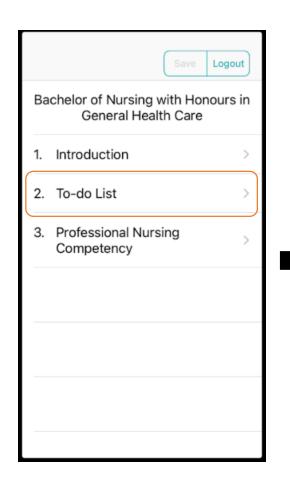
按「儲存」後



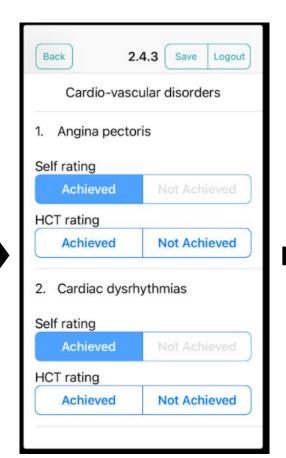
按「返回」,可繼續評估 下一個待辦事項

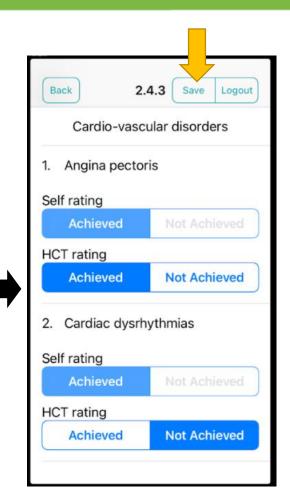
- 「達成學習成果」項目消失
- 「未能達成學習成果」項目 將保留,留待學生改善後再 次評分









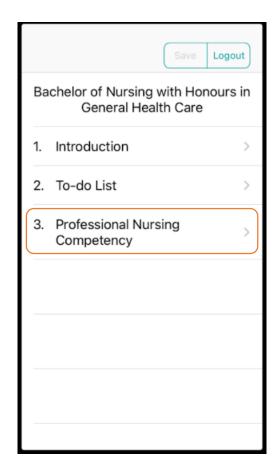




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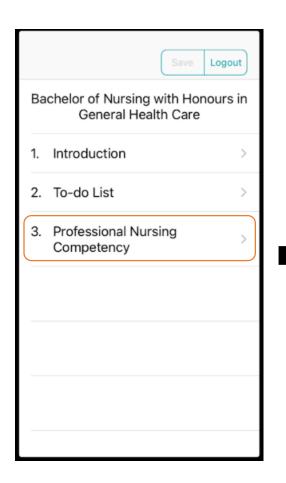
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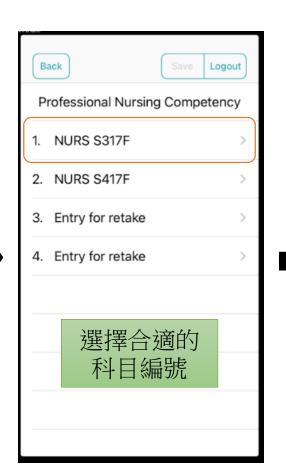
- 1. 導言 (Introduction)
- 2. 待辦事項 (To-do List)
- 3. Professional Nursing Competency(BN only)

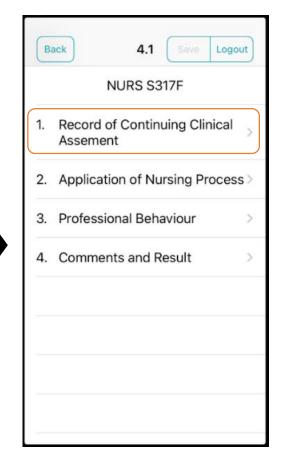








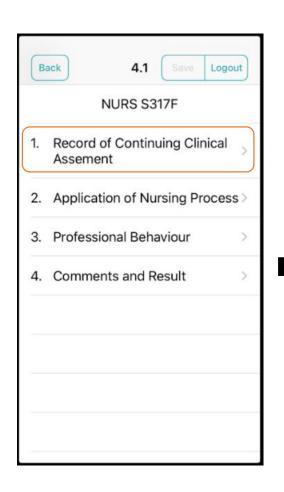


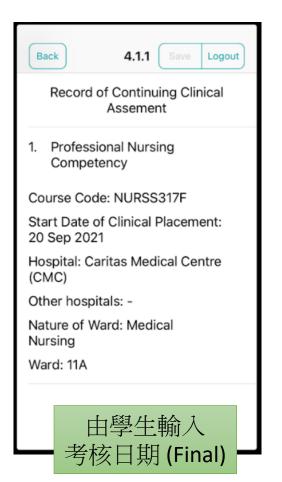


- 1. Record of Continuing Clinical Assessment
- 2. Application of Nursing Process
- 3. Professional Behaviour
- 4. Comments and Results



- Record of Continuing Clinical Assessment
- 2. Application of Nursing Process
- 3. Professional Behaviour
- 4. Comments and Result





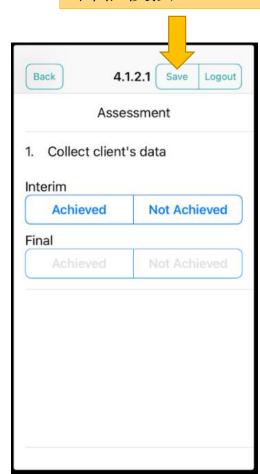


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- 1. Record of Continuing Clinical Assessment
- 2. Application of Nursing Process
- 3. Professional Behaviour
- 4. Comments and Result



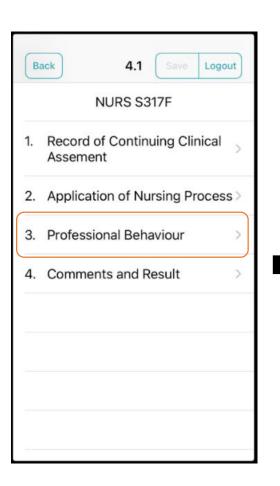


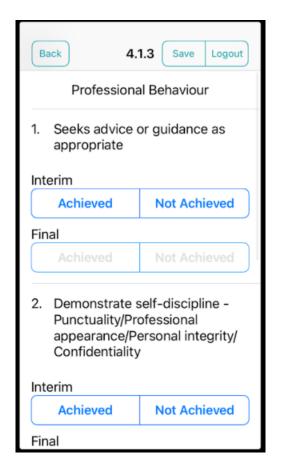






- 1. Record of Continuing Clinical Assessment
- 2. Application of Nursing Process
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- 4. Comments and Result

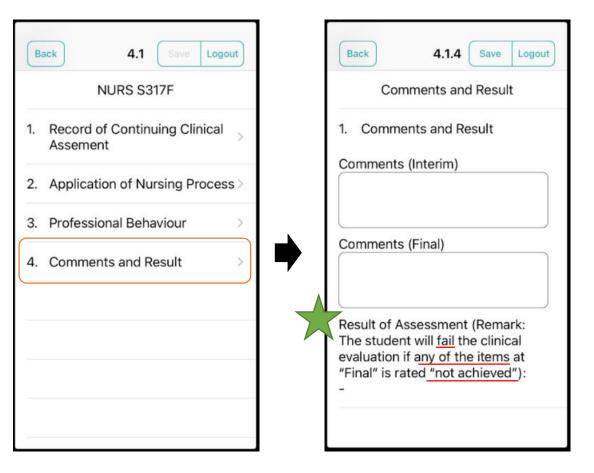




導師需評估 所有項目



- 1. Record of Continuing Clinical Assessment
- 2. Application of Nursing Process
- 3. Professional Behaviour
- 4. Comments and Result





護理學錄像

- 1. 評核紀錄 (Assessment)
- 2. 學習指南 (Study Guide)
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- 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 Coordination Hotline: 6476 7187

•緊記.....登出

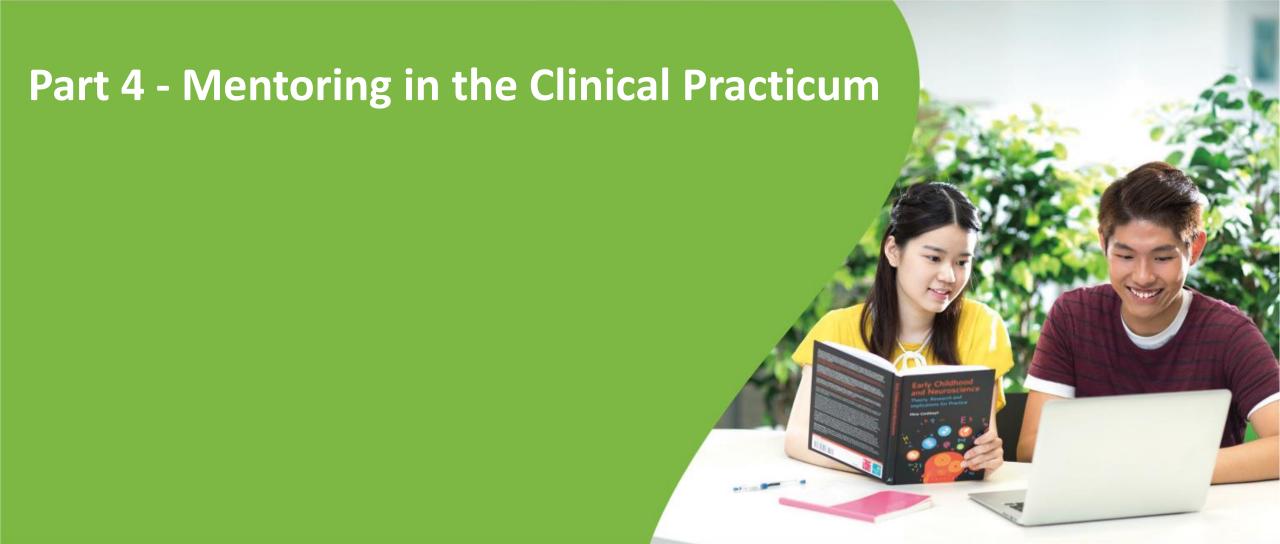




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9/5/2024





Learning Outcomes

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

- Understand the meaning of mentoring;
- Explain a mentor's roles and the characteristics of effective mentoring;
- Describe the essential elements in mentoring;
- Identify the qualities and characters needed for being a mentor in HKMU's nursing programmes.



Introduction

- Nursing education has undergone significant changes in the past few decades.
- Nursing students in the new model of education are given supernumerary status in clinical practicum, with <u>more emphasis being placed on theory and practice education</u> 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 <u>empowering nursing students</u> to receive superlative benefit from clinical placement.



Mentoring - 1

- Effective mentoring is saliently important as nursing students spend 50%
 of their nursing education in various practice settings, being supported by mentors.
- It integrates **theoretical** and **clinical** teaching and learning, which is a key goal of the preregistration nursing education (Myall et al., 2008).



Mentoring - 2

- The concept of mentoring is related to the facilitative actions involved in guiding, developing, and helping a person grow in skills, knowledge, attitudes, and professional attributes.
- It can be perceived as a nurturing, coaching, or "teaching-learning" process to support and encourage a person to achieve personal goals.

(Beskine, 2009; Clark & Casey, 2016; Earl & Timperley, 2009; Kay & Hinds, 2013; Miller, 2004)



Reflection

• Tell me the criteria of a good nursing student



Reflection

- What would you expect in students nowadays, under the following circumstance:
 - Positive Parenting
 - Generation Z
 - Post-COVID
 - Decrease in total students numbers, but
 - Increase in nursing students



Nurse Mentor - 1

- There is a multitude of terms used internationallywhen defining the Registered Nurse role in supervising and assessing a students in a clinical setting
 - 1) mentor
 - 2) clinical supervisor
 - 3) preceptor
 - 4) buddy
 - 5) clinical facilitator

(Fitzgerald, Gibson, & Gunn, 2010; Hilli, Melender, Salmu, & Jonsen, 2014; McSharry & Lathlean, 2017).

• However, regardless of the term used, the core element of the role is to take charge of students' clinical learning (Saarikoski, 2017).



Nurse Mentor & their Practices - 2

- A nurse mentor is responsible for
 - planning structured learning activities;
 - setting learning outcomes;
 - monitoring students' learning progress;
 - giving constructive feedback;
 - assessing psychomotor skills, learning attitudes and professional behaviors of the students,
 and
 - providing evidence about students to the accredited education institutions

(Clutterbuck, 2014; Kay & Hinds, 2013; Miller, 2004)



Roles and Responsibilities of Nurse 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)



Teaching Skills & Activities

Lecturing

Demonstration

Sharing

Questioning

Debriefing

Giving feedback

Discussion

• Case studies ...





Characteristics of Students in New Generation

Special

Sheltered

Team oriented

Confident

Pressured

Achieving

(Monaco & Martin, 2007)



5R Approach to a New Generation







RATIONALE



RELAXED



RAPPORT



RESEARCH-BASED METHOD

(Price, 2010)



Thematic framework of effective mentorship

Collaboration of Stakeholders ①②③④⑤⑥

Health Care Practice Setting

- Healthcare Authority
- Hospital Management
- Ward Personnel

Higher Education Setting

- Institution Management
- Teachers
- Mentors

Mentorship in Pre-registration Nursing Education

Mentors

Mentors' Capabilities & Readiness ① ② ③ ④ ⑤

Humanistic Approach ① ④ ⑥ ⑦

Legend

- O Hands-on practice to develop confidence and competence
- Feedback is important for learning and development
- ☐ Feeling confident about practicing when the mentor is present to provide guidance
- ☐ Positive learning occurs when the qualities of a "good" mentor are present
- Positive effect on learning when the mentees' learning needs are accommodated
- Continuity of mentorship
- A positive mentormentee relationship is fundamental to learning and development

(Lee & Chiang, 2021)



Key Responsibilities of HKMU Nurse Mentors

- Familiarize with the 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)



How to handle difficult students



Learning outcomes

- After this session, you will
 - Verbalize common types of difficult students
 - Describe some common types of difficult situations in students
 - Discuss the handling methods for each situation



Type of difficult students

- Monopolizing Students
- Distractor
- Naysayer
- Silent Student
- Special-Interest Pleader
- Passive-Aggressive Student
- Anxious/Perfectionist Student

(Deering & Shaw, 1997)



Type of difficult students

- Monopolizing Students
 meet their needs, shift to others
- Distractor → shift back to the original topic
- Naysayer \rightarrow turn the debate away, ask other groupmates
- Silent Student → depends
- Special-Interest Pleader → acknowledge, mutual respect, back to learning objectives
- Passive-Aggressive Student → humor, confront

(Deering & Shaw, 1997)



Which types of challenging students have you handled?

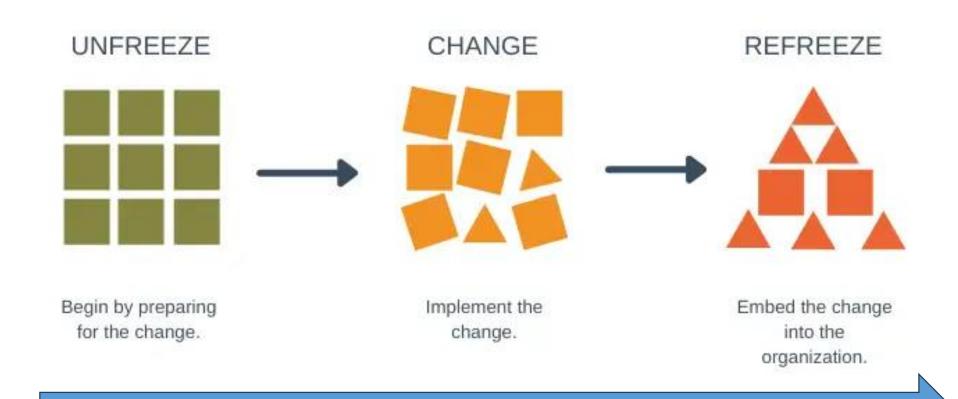


Common types of difficult situation in students

- Social norms
 - Inappropriate communication
 - No sense of hierarchy culture
- Learning / working attitude
 - Unprepared
 - Passive
- Personal attributes
 - Over-confidence
 - Lack of confidence
- Emotional
 - emotional breakdown



Unfreeze, Change, Refreeze



Good Rapport



Precautions for preventing student issues

- First day: ground rules
 - Specify the expectations (knowledge, skills, attitude, house-keeping rules)
 - What should be done / should not be done
 - How can they pass / How can they fail
- Rapport building
- Focus on fact, not the person.
- Confidentiality and respect
- Be positive, give positive reinforcement when changes happened, no matter how small it is.



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Honorary Clinical Tutor (HCT) & Clinical Assessor (CA) Training Workshop 2024



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Measurement/Judgment:

Outcome...

- Achievement
- Quality



Measuring/Judging:

Clinical Performance

Application & Integration

- Knowledge
- Skills / Abilities
- Attitude



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



- Assessment as Learning
 - Helps students to take more responsibility for their learning and fix personal goals for further learning
- Assessment for Learning
 - Process of evidences for use by learners and their teachers to decide where the learners are in their learning
- Assessment of Learning
 - Activities to measure, record and report on a students' level of achievement with respect to specific learning expectations



Effective Assessment

Fairness

- consideration of learner's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them.
- It is important to ensure that the learner is informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate.

Reliability

• Give the same results for similar groups of students and with different people marking

Validity

• the extent to which a **test** measures what it claims to measure

Practicality

• the test is easy to design, easy to administer and easy to score



Guidance in Conducting Continuing Clinical Assessment (CCA)

持續臨床評核





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



Schedule of Conducting Evaluation

Settings for conducting CCA: Med / Surg wards

CP period:

- Interim evaluation (中期評核)
- Final evaluation (期終評核)

* Students must achieve ALL items in Final Evaluation in order to pass CCA*



Continuing Clinical Assessment (CCA)

The assessor notices that the student does not follow the principles of AOM to give drugs and has poor drug knowledge in the first 2 weeks of clinical practicum.

The assessor should coach, feedback, provide practice to the student, continue to observe the student's performance on AOM.

If the student achieves competency in AOM → he/she passes the assessment.

If the student fails to achieve competency in AOM → he/she **fails** the assessment.



Interim

Final



CCA Attempt

Continuing Clinical Assessment (CCA)

Assessment areas:

- Aseptic Technique (AT, 無菌技術)
- Administration of Medications (AOM, 藥物派發)
- Professional Nursing Competencies(PNC, 專業護理才能)

* Students are expected to demonstrate satisfactory clinical competency*



Aseptic Technique

- Wound dressing / wound irrigation / wound packing
- Pressure ulcer dressing
- Removal of drains
- Removal of stitches / clips
- Urinary catheterization
- Other procedures that require application of the principles of asepsis



Administration of Medications

- Administering oral medications to 6 8 clients:
 - √ Tablets / capsules / liquids / crushed tablets
- Administering parenteral medication to 1 2 clients
 via any one of the following routes:
 - ✓ Intradermal
 - **✓** Subcutaneous
 - ✓ Intramuscular
 - **✓** Intravenous



CCA schedule

普通科護理學高級文憑

Higher Diploma in Nursing Studies (General Health Care)

學年	學科	實習週數	臨床實習範圍	臨床評核
1	護理實習[普通科](一)	6週	內科、外科護理	無菌技術
2	護理實習[普通科](二)	16週	內科、外科護理	給口服藥
2	護理實習[普通科](三)	16週	內科、外科護理	



CCA schedule

Higher Diploma in Nursing (EN conversion)

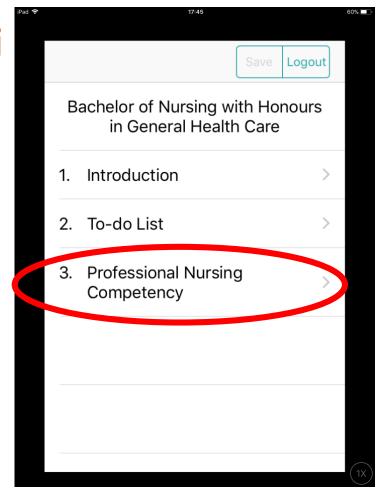
Course	Areas of CCA
Practicum	AOM + PNC

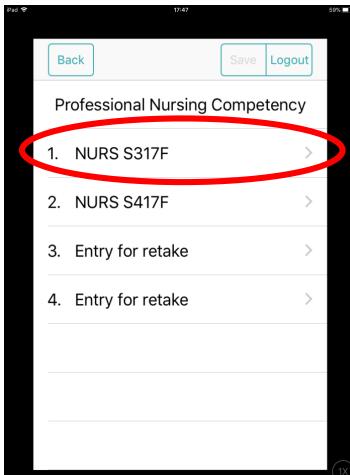


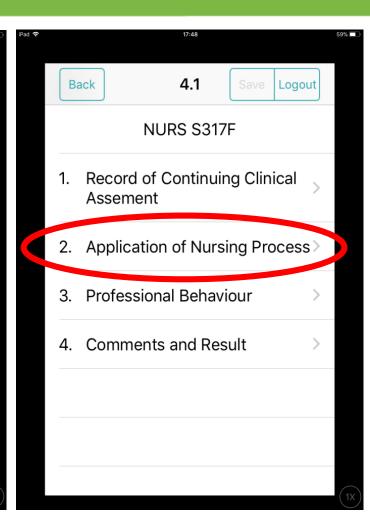
Professional Nursing Competencies (PNC)

- Traditionally named as TPC (total patient care)
- Assessment focus:
 - Nursing Process (Assessment, Planning, Intervention, Evaluation)
 - Professional Behaviours
- Format of assessment
 - 1st: Assessment of student's competence under supervision of HCT
 - a) Case management or
 - b) General performance during the practicum period
 - 2nd:Submission of patient care study, marked by HKMU teachers
- Similar to all staff, the student still need to perform routine tasks as usual.

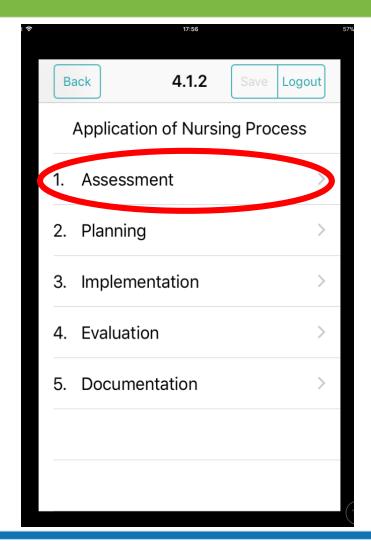


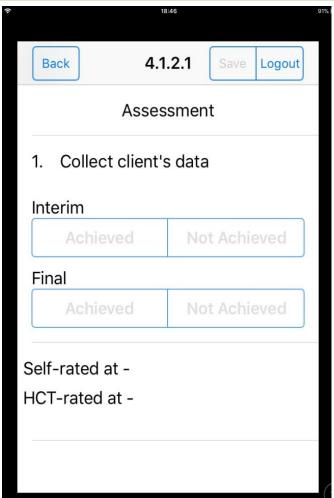


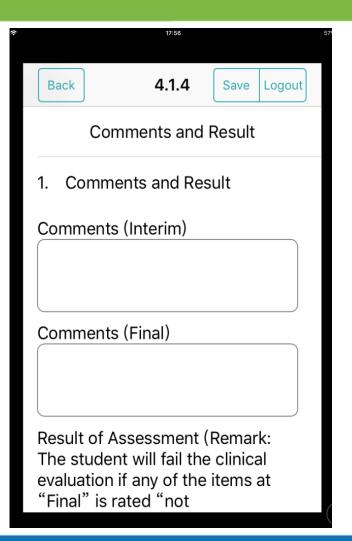






















iPad Mini



OR



















Unsatisfactory Performance

Complete the Clinical Placement Appraisal Form and submit to HKMU







Post Assessment Discussion

How to Conduct?

- ✓ Via fact-to-face Interview on the day of assessment
- **✓** 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



Some Important Debriefing Questions

- 1. Were you satisfied with your ability to care for the patient(s)?
- 2. What was done well and what could be handled differently?
- 3. What did you learn?
- 4. How could this experience be improved?
- 5. Is there anything else you would to discuss?
- Source: https://laerdal.com/us/information/5-most-important-debriefing-questions-for-nursing-simulation/



Thank you!

