

# MHAIDS: Hints for helping the nursing student - YEAR THREE

## Helpful hints for undergraduate nursing students/ngā tauira in Mental Health, Addictions and Intellectual Disability Services (MHAIDS) Student nurses always work under the direction and delegation of a nurse

### Knowledge skills and attributes:

- Apply the principals of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice
- Articulate the role of registered nurse (RN) including responsibilities and processes of direction and delegation to enrolled nurses and mental health support workers, including knowledge of accountability, monitoring and evaluation of care
- Demonstrate clinical judgement around care, including critical thinking skills, and practice providing your rationale to your preceptor or nurse
- Continue to develop professional practice by engaging in and receiving constructive feedback in the learning environment
- Continue to build on your understanding of mental health presentations and diagnoses, substance use, intellectual disability (ID), including the difference between mental illness and ID
- Learn the aims of the service
- Apply your knowledge to admission to discharge/transfer of care documentation and processes
- Actively become involved in developing plans used in MHAIDS settings, consider Whanau Tahi, Wellness plan, Comprehensive Assessment, Care and rehabilitation plan (CARP) plan, Hui Hui multidisciplinary team document (Forensics), and how the enrolled nurse contributes to these
- Increase your knowledge and understanding of health promotion initiatives available
- Start to develop specific models of care and rehabilitation, for example Intellectual Disability Model of Care and the Meihana Model
- Develop relationships with staff at other services that interact with this one, such as other MHAIDS services/respite
- Learn about risk assessment and formulation (risk to self, staff and / or the environment) and begin to contribute. Learn the RN assessment tools, uses and rationale process. Learn how an EN in their scope of practice contributes

### Relationships and communication:

- Develop an understanding of the importance of professional and culturally appropriate communication and demonstrate therapeutic relationships based on rapport and trust
- Interact and engage with the client to develop skills and confidence in communication
- Demonstrate skills in collaboration with the client, building on strengths, promote recovery and wellbeing, enhancing resilience and holding hope
- Demonstrate communication skills, including how to answer the telephone, email, multi-disciplinary team (MDT), verbal and non-verbal communication. Specific communication forms-visual and communication passports which may be utilized in the ID sector
- Demonstrate ISBAR skills in handover, writing in digital notes with support from preceptor or nurse. The use of ISBAR is variable within each service/ DHB.
- Develop and maintain professional collegial relationship with all members of the team

Developed by: Intellectual Disability Service Educator, MHAIDS Nurse Educator, Clinical Nurse Specialist, Nurse Educator for Students and New Graduate Nurses and Nurse Practitioner in collaboration with the Clinical Nurse Specialist/ Nurse Educator forum and the District Health Board/ Tertiary Education Provider forum. New Zealand.

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