



## Clinical Learning Experiences Policy

Clinical Learning Experiences Policy	
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<b>Issued by:</b> 2DHB Nursing and Midwifery Leadership team	<b>Version:</b> 1.2
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<b>Lead DHB:</b> CCDHB	

### Purpose:

- To outline Hutt Valley and Capital & Coast DHBs' ('the DHBs') responsibilities in providing a quality clinical learning experience (CLE) for nursing, midwifery, allied professionals and paramedic students.
- To outline the responsibilities of students and their Tertiary Education Provider (TEP)
- student and Tertiary Education Provider (TEP) responsibilities
- Note: This policy is an adjunct to but does not replace contractual agreements /individual access agreements between the DHB and TEP

### Scope:

#### In scope

- All DHB staff working with pre-registration students:
  - Nursing (Diploma of Enrolled Nursing, Bachelor of Nursing, Graduate Entry to Nursing, Master of Nursing Practice, Master of Clinical Practice)
  - Midwifery
  - Para medicine
  - Allied professionals
- A Registered Nurse (RN) in a Competence Assessment Programme (CAP)
- A Registered Midwife (RM) supervised in a Recertification Programme
- TEP staff
- Pre-registration students

#### Out of Scope

- This policy does not apply to personal requests for clinical learning experiences (CLE) not brokered by an education provider (including international students), school pupils, volunteers or visitors
- Postgraduate nursing or midwifery students
- Medical and Dentistry undergraduate students
- Medical Physicist Registrars (postgraduate)

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- RNs on placement for advanced practice training requirements linked with postgraduate education (e.g. RN prescribing or Nurse Practitioner course) including those on Special Staff Status.

### Definitions:

**Clinical Learning Experience (CLE)** Previously called clinical placements. Practical learning experiences within the clinical setting that have clear learning objectives and outcomes, that promote the development of critical thinking, professional practice, confidence, and competence.

**Dedicated Education Unit (DEU)** The Dedicated Education Unit (DEU) is a collaborative model of clinical teaching and learning between the Tertiary Education Providers (TEPs) and DHBs. It promotes a clinical environment where students' learning needs are met through appropriate teaching and learning opportunities by both institutions.

Key personnel within this model are the Clinical Liaison Nurse (CLN) and Academic Liaison Nurse (ALN)

### Preceptor or Clinical Educator/Clinical Liaison Nurse (CLN) /Clinical Supervisor

An appropriately qualified DHB staff member who identifies appropriate learning opportunities and works with the student to support their learning, while holding responsibility for all aspects of care undertaken by the student. **For ease of reference they will be all referred to throughout this document as Preceptor (for nursing/midwifery/Para medicine students) or Clinical Educator (for allied professional students/trainees)**

### Student

A pre-registration student enrolled in a course of study at a TEP accessing a clinical learning experience within the DHB. A student may include a registered RN or RM when completing a CAP or Recertification Programme. NOTE: All students are on site in a supernumerary capacity.

### Tertiary Education Provider (TEP) staff

Polytechnic or University staff, lecturers and other teaching staff work with DHB staff to support their students learning in the clinical environment. NOTE: TEP staff working with students in the DHB are in a supernumerary capacity.

### Facilities

Any of the DHB's hospital and community services.

### Contractual agreements

The agreement between individual TEPs and a DHB which outlines responsibilities, payment schedules (where relevant) etc. The document is usually referred to as an Individual Access Agreement but may also be called Agreement for Services or Memorandum of Understanding.

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### Policy Content:

The DHBs are committed to providing CLE, recognising that this learning forms an essential component of the undergraduate curriculum in practice based professions. Therefore, they provide CLE that supports undergraduate or postgraduate preparation for successful completion of their qualification in readiness for practice, and where applicable, registration, or CAP student registration.

The DHB model across many clinical areas for student support is the DEU. Where the DEU is not operational the preceptorship or clinical educator model is the mechanism of support.

### Principles to support clinical learning experiences (CLE)

- *Clinical learning occurs in relation to multiple concepts within the practice area and is not limited to observing or participating in direct patient contact*
- *Clinical learning is best supported by*
  - *Clear preceptor or clinical educator assignment and orientation to clinical settings. Note: Preceptorship or clinical education can be provided by more than one person but should be allocated prior to the student commencing the shift.*
  - *Clear and appropriately leveled expectations from education providers that are shared with clinical colleagues*
- *Peer learning is a highly useful strategy to enhance student clinical learning across broader concepts*

The principles that support quality CLE are reinforced by joint efforts between the TEP and DHBs working together.

All students, trainees and TEP staff with contractual arrangements for CLE receive appropriate authorisation and are made aware of their obligations, rights and responsibilities before commencing any activities. These include compliance with DHB policies, procedures, standards and guidelines, in particular the Code of Conduct policy and Privacy policy. The Code of Conduct outlines the DHBs' expectations in terms of standards of conduct and behaviour.

### Roles and Responsibilities

#### DHBs' responsibilities

- The DHBs agree to provide CLE as per individual access agreements and in alignment with the CLE principles
- The DHBs will maintain a good working relationship with TEPs in order to facilitate effective CLE

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- All CLE allocations (dates and volumes) will be negotiated as per individual agreements, prior to the commencement of each semester/term
- The DHBs work with the TEPs using the CLE nursing ins and outs/ allied professionals student placement calendar to ensure planning within the TEP timeframes
- The CCDHB Nursing & Midwifery Office and Hutt Valley DHB Practice Development Unit will process and hold nursing and midwifery applications for special staff status
- Team Leaders will process, and Human Resources will hold applications for special staff status in relation to allied professionals/students and TEP staff
- Each DHB shall have full control over, and be sole arbiter in respect of matters directly or indirectly affecting patient care directly or indirectly
- The DHBs are responsible for ensuring the appropriate conduct of all personnel working within facilities and with students
- The DHB will ensure the students are provided with health and safety orientation when placed with a DHB facility
- To ensure adequate staffing levels are maintained for patient safety and for effective support of students. When staffing levels are not adequate the DHBs retain the final responsibility for reallocation, management and coordination of shifts and work hours for students.
- The DHBs will provide a positive CLE by ensuring staff working as preceptors/clinical educators are appropriately prepared and supported to perform this role. It is a requirement that preceptors/clinical educators have no competence related conditions on their Annual Practising Certificates (APC). Note: Variance to this requires manager/senior nurse/professional or team leader approval
- The DHBs have the responsibility for ensuring that no student is placed in any situation that is likely to develop beyond their capacity or level of knowledge and experience
- The DHBs will ensure reportable events (RE) processes are followed when any student or TEP staff member is involved in an incident. The student or TEP staff member will be informed if a RE is required, and will be consulted to assist the DHB staff member to complete the documentation. If the RE involves Occupational and Health Services for example. a needle stick injury the DHB will follow up directly with the student and TEP
- When students assist with researching/writing documents such as policies, guidelines and patient information brochures, the DHBs remains the responsible document facilitator

### TEP responsibilities:

- Designated TEP staff coordinate undergraduate programme requirements/allied professionals' placements that underpin the following year's CLE requests to the DHB's. Allocations will work within the DHBs agreed capacity and will be available for consultation before finalising.
- The TEP will ensure staff that support students in the clinical environment have applied for, and received special staff status. The DHBs reserve the right to remove special staff status at any time following consultation with the TEP. Note: Special staff status gives

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TEP staff access to patients' confidential records for the purposes of teaching and to provide direct patient care

- TEP staff and students are required to meet the DHBs'
  - health screening requirements
  - safety checks including police vetting
  - Vulnerable Children's Act requirements
- The TEP will ensure all students and staff comply with the DHBs' policies, procedures, standards and guidelines, in particular the Code of Conduct policy and Privacy of Health Information policy
- The TEP shall be responsible for all employment and discipline matters for its staff and students
- The TEP is responsible for ensuring its staff have the appropriate preparation for teaching and where necessary hold a current APC with the relevant regulatory body
- The TEP is responsible for ensuring expectations of capacity and capability of students within the programme levels is communicated to DHBs
- All staff must identify themselves to a relevant staff member (Nurse, Midwife Educator, Charge/ Team leader or Coordinator) in a timely manner when entering a clinical area
- The TEP is responsible for ensuring all students are prepared prior to clinical placements within the DHBs including:
  - Pre purchasing of security access cards if applicable.
  - The issuing of security access cards to staff and students, reporting lost or damaged cards to the DHB.
  - Ensuring students attend appropriate DHB onsite orientation and Information Technology (IT) training

### Student Responsibilities

- All students have a responsibility to comply with the DHBs' policies, procedures, standards and guidelines, in particular the hand hygiene module, the Code of Conduct policy and Privacy of Health Information policy
- All students must complete the relevant DHB IT training and learning requirements prior to clinical practice
- All students have a responsibility to identify to DHB staff members (preceptor/clinical educator) and/ or a TEP if they feel the CLE situation they are placed in is beyond their perceived level of competence
- Students must provide a driving license and meet the DHBs' Transport Policy for vehicle usage if access to a DHB vehicle is relevant to the CLE
- Students are required to notify the TEP if the issued security access card is damaged or lost

### Shared Responsibilities

- TEP staff share the responsibility with the DHBs' staff to address any unsuitable CLE situation that is impacting on learning

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- This shared responsibility includes ensuring that no student is placed in any situation that is likely to develop beyond the student’s level of knowledge and experience
- If a student is placed in a situation where they feel they have inadequate preparation or support it is important that their concerns are acknowledged and addressed. The process should include:
  - The student talks firstly with their preceptor/ CLN/clinical educator and if needed a senior staff member in the area
  - The situation and reallocation of work needs to be managed
  - The student notifies their TEP staff overseeing their CLE
  - In the event that the situation is not resolved, the staff in the clinical area must notify the manager. The DHB staff and TEP agree to enter into discussions with a view to resolving any difficulty
  - When applicable additional input from the DHB staff member responsible for allocating student CLE and the relevant senior professional leader or Team Leader must be sought
- If any other issue arises within the clinical area during a student’s CLE that impacts on the student’s experience or learning, this must be:
  - Brought to the attention of the manager of the area by both DHB and TEP staff as early as possible
  - Discussed by the manager and TEP staff with input from the DHB staff responsible for allocating student CLE in an attempt to resolve the situation
  - Escalated to the appropriate DHB Professional Leader if the matter cannot be resolved by discussion at this level
- In the case of a critical incident during CLE, the DHB has a responsibility to provide immediate debriefing and to follow any health and safety policy requirements e.g. reportable event and investigations. This is as per DHB policy
- If the student requires pastoral care in order to manage emotional distress as a result of experiences during their CLE this is their own responsibility in conjunction with the TEP and any TEP Student Health Services. Students are not eligible to access EAP services.

### Medication Administration:

Registered nursing/midwifery students may administer medication under the direct supervision of a registered nurse/midwife. The supervising nurse/midwife remains accountable for the administration. A student nurse/midwife cannot be a second independent checker.

A student may only administer subcutaneous, intramuscular and oral controlled drugs under the direct supervision of a Registered Nurse. These drugs must be checked by two Registered Nurses with the student acting as a third checker prior to this administration. Registered nursing/midwifery students, who are fully endorsed by their TEP will be supported from their 2<sup>nd</sup> year of training onwards, to develop the skills necessary to safely administer IV & related therapies.

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- Registered nursing/midwifery students are permitted to participate in fluid and medication checking, preparation and/or administration on the completion of the appropriate TEP instructional learning package
- Third year nursing students must complete the Generic Intravenous (IV) and Related Therapies Certification e-learning component before participating in intravenous management under the direct supervision of a registered nurse

At present, undergraduate enrolled nursing programmes do not provide introductory IV & related therapies learning and are therefore excluded from any IV & related therapies while undergoing CLE. Their involvement is through observation only.

## Information Technology (IT) Access

All students covered by this policy are eligible for Information Technology (IT) access during their programme of study. Students must complete and submit the 3DHB security access form with their full legal name, and declare any previous or current employment at the DHB.

Following the appropriate training session students are provided with the following access:

- A 3DHB citrix account for specified time period
- Access to patient notes and results through Medical Application Portal (MAP) and Concerto.
- Access to the DHBs' intranets – policies & procedures.
- Access to mental health notes
- Access to e-learning through Connect Me (CCDHB), and Ko Awatea Learn (HVDHB)
- Any other requested applications pertinent to their work

Exceptions to this are nursing clinical tutors and paramedic, CAP and midwifery students who will not be provided with IT access.

**Access will be terminated after final placement or at the discretion of the DHB due to misconduct anomalies detected on audit.**

**Security Access:** Security access cards are managed via an agreed process between the DHB and the TEP. This process may vary depending on the discipline

- The use of security cards is permitted only when students/ tutors are in the CLE as part of an agreed placement
- Security cards are to be issued to one student and not shared between students
- TEPs are responsible for notifying the issuing discipline of any lost or damaged security access cards

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### Related Documents

- 3DHB [Code of Conduct Policy](#)
- 3DHB [Special Staff Status](#) Policy and [Special staff status – application and agreement form](#)
- [2DHB Preceptorship Policy](#)
- [CCDHB Security Policy](#)
- [CCDHB Privacy Policy](#)
- [CCDHB Safe Medicines Administration Policy](#)
- [Genetic Intravenous \(IV\) and related therapies certification process Policy](#)
- Hutt Valley DHB related Privacy of Health Policies
- Dedicated Education Unit Handbook
- HVDHB Medicines Management Policy
- HVDHB Intravenous Therapy Policies

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