

# Prepare Nurses for the Future Recommendation 2 Work Group

## Final Report Of Key Activities

Project title: An alternative clinical model for Division 2 students  
enrolled in the medication administration course

Organisation: Broadmeadows Health Service

March 2007

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# 1. Executive Summary

Broadmeadows Health Service (BHS) provides an inpatient service which comprises of a 28 bed Rehabilitation Unit, a 30 bed Geriatric Evaluation and Management Unit and a 20 bed Palliative Care Unit. Across the 3-inpatient areas, medication administration by Division 1 Registered Nurses (D1RN) is an integral part of medical therapy and aims to promote optimal patient independence and wellbeing. Division 1 Registered Nurses (DIRN) administers prescribed medications across three nursing shifts over a 24-hour period. BHS has great potential to offer clinical placements to Division 2 students enrolled in medication administration courses under the supervision of D1RN.

Currently there are no students enrolled in medication administration course doing their clinical placements at BHS. This is partly due to staff lacking confidence in teaching and supervising undergraduate students. BHS have been approached by Universities and TAFE to take on more students, but have not been able to accommodate this because of competition with existing student placement in the business hours of the day.

To address the above issues, BHS has adopted an alternative clinical model which makes morning, evening and weekend shifts accessible to the students enrolled in the medication administration course as well offering clinical placement to these students beyond the academic semesters. The alternative model provides clinical supervision skills training to Division One Registered Nurses (D1RNs) to increase their confidence in clinical supervision skills. Clinical training workshop aims to provide DIRN with the knowledge and skills in guiding, coaching and supervising students during their clinical placement.

A total of 18 D1RNs has been trained as clinical supervisors. Further discussion with Nurse Unit Managers has identified a further 6 staff to undertake the clinical supervision skills training in June 2007. The alternative clinical model has had increased Broadmeadows Health Service clinical training capacity to accommodate a total of 57 Division 2 students enrolled in the medication administration course.

Medication Administration Course students and clinical supervisors evaluated their clinical and supervision experience respectively via a questionnaire. Although the students overwhelmingly responded positively both to their clinical experience, the followings are recommended to maximise the clinical experience of student enrolled in the medication administration course in the near future:

- It is recommended that students to have 2 weeks rather than 2 days clinical placement. 2 days placement is too short for students and clinical supervisors to maximise the clinical experience.
- Clearer expectations and responsibilities of students enrolled in the medication administration course need to be provided by the TAFE to avoid the situation that students think that they are here "to do medications only". It is critical to impress upon students that medication administration is only part of the holistic care of the patient they cared for under supervision.
- Although ward staff across the 3 inpatient areas have been briefed about the learning objectives and outcomes of students enrolled in the medication course, more follow up briefing sessions to make these learning objectives and outcomes clear to all levels of staff are critical in supporting students consistently.
- BHS continues to provide clinical placement to students enrolled in the medication administration course in the out of hours time and beyond the

semester periods.

- BHS continues to use the pool of trained clinical supervisors to supervise students doing the medication rounds and caring for the same group of patients in delivering holistic care.
- Education Manager continues to provide mentoring support to the clinical supervisors and evaluate students learning experience with each clinical placement.

In summary, the extended scope of practice of division 2 registered nurses administer medications is an innovative workforce planning strategy. Once endorsed, the division 2 registered nurses working within the legislation, and local policy and protocol of the employer, can administer medications as part of holistic care delivery model to their patients. This has shifted the previously task/fragmented model of care whereby the division 1 registered nurse administer medications to patient cared for by division 2 nurses.

Having students enrolled in the medication administration course doing their clinical placement at BHS has greatly increased the awareness of many nurses the extended score of practice of division 2 nurses. It has created a rich environment to engage nurses in discussing what the extended scope of practice means to them and to the profession and the potential of future workforce planning.

## 2. Background

Broadmeadows Health Service (BHS) is a subacute facility, which offers a unique mix of general health and community services as well as specialist medical and surgical services from the one location close to where people live. The inpatient services comprise of a 28 bed Rehabilitation Unit, 30 bed Geriatric Evaluation and Management Unit and 20 bed Palliative Care Unit. Across the 3-inpatient areas, medication administration by Division 1 Registered Nurses (D1RN) is an integral part of medical therapy and aims to promote optimal patient independence and wellbeing. Division 1 Registered Nurses (DIRN) administers prescribed medications across three nursing shifts over a 24-hour period. BHS has great potential to offer clinical placements to Division 2 students enrolled in medication administration courses under the supervision of D1RN.

BHS has been approached by Universities and TAFE to provide clinical supervision for Division 2 nurses. In recent years Division 2 nurses have been able to extend the scope of practice in the area of medication administration. This is a welcomed not only because of the unusual challenge, variety and interest it provides for Division 2's with this role but also because of potential workforce strategies in the future.

BHS has experience with supporting and supervising several Division 2 nurses through the transition. However, we have been approached by Universities and TAFE to take on more students, but have not been able to accommodate this because of competition with existing student placement in the business hours of the day. BHS proposes to provide opportunity for more Division 2 students to undertake the supervised clinical placement in the out of hours time.

## 3. Project Aim

The project aims to:

1. Provide clinical supervision skills training to Division 1 Registered Nurses (DIRNs) to increase their confidence in supervising nursing students enrolled in the medication administration course
2. "Buddying" up Division 2 students with clinical supervisors during clinical placement
3. Offering Division 2 students the opportunities to participate in handover and case conferences coached by clinical supervisors.
4. Offering Division 2 students to work an either morning or afternoon or weekend shifts during clinical placements following the roster of their clinical supervisors as closely as possible.
5. Maximising length of clinical exposure of Division 2 students to at least 7 hours per shift during clinical placements
6. Providing opportunities to Division 2 students to care for a group of patients jointly with their clinical supervisors to create joint learning and patient management opportunities

The clinical supervision skills training aims to provide DIRN with the knowledge and skills in guiding, coaching and supervising students during their clinical placements. The supervision skills training will include a range of teaching approaches and learning style, strategies to assisting students to apply the knowledge to nursing practice, problem-solving skills, giving and receiving feedback and mentoring skills. The DIRNs, being senior clinicians precept with the students are in a good position to increase students' depth and breath of clinical leaning.

Investing in the DIRNs by preparing them to be clinical supervisors has added advantages. The DIRNs working on the ward are experience clinicians and they know the patients conditions well. Being the permanent staff of the organization, they are familiar with medication administration polices and procedure. They contribute to case conferences attended by the multidisciplinary team in promoting person centred care within BHS integrated health care model. Amongst other health issue discussed in case conferences, managing medications safely at home is often an issue. Exposing students to case conferences during their clinical placement will enhance student understanding of complex health issues facing patients and their families and community at large. The DIRNS as clinical supervisors can provide optimal learning experience for undergraduate students.

#### 4. Project Objectives

Broadmeadows Health Service has the capacity to provide quality clinical placements to Division 2 students undertaking the medication administration course and the aims of the project are:

1. To offer an alternative clinical placement model;
2. To provide clinical supervision skills training to Division 1 Registered Nurses (DIRNs);
3. Make morning, evening and weekend shifts accessible to undergraduate students;
4. To increase length and breath of clinical exposures thereby enhancing students learning during clinical placements
5. Clinical supervisors to guide, coach and supervise students during medication rounds
6. Students and clinical supervisors care for assigned patients jointly
7. To work collaboratively with TAFE and Registered Training Organisations in monitoring student's progress.

#### 5. Literature Review

The project offers an alternative to the traditional clinical placement model which was highlighted to be problematic in the "Prepare nurses for the future" report –phase 1, published by Nurse Policy Branch, Victoria Government of Human Service (2005).

Undergraduate clinical placements needed to extend beyond the acute care sectors. BHS is well placed to meet forecast growth in undergraduate clinical placements. BHS is a sub acute facility well placed in providing a range of quality clinical experiences for the undergraduates in rehabilitation, geriatric evaluation and management and palliative care nursing.

The project offers a more flexible arrangement for undergraduate students to access quality clinical placements. A choice of morning, evening or weekend shifts would increase BHS clinical capacity to provide clinical placements for students doing medication administration course and **beyond**. The proposed model can absorb students outside the traditional semester's time that is during the month of January, February and December as well as during usual semester breaks.

The provision of clinical supervision skills training to D1RNs employed by BHS will increase the student optimal learning opportunities. The D1RNs know the patients' conditions well and they are in an ideal position to assist students to bridge the theory and practice gap; they work closely with students teaching, coaching and mentoring them. Students manage patients together with the clinical supervisors.

By increasing the length and breadth of student clinical exposures for example the opportunity to learn about handover skills and participating in case conferences within a multidisciplinary team, the students can gain a better understanding of the complexity of patient management at the interface between inpatient and community service delivery. This has the desired effects of extending and expanding student understanding to the broader community.

The Nurse Policy Branch of the Department of Human Services in examining the extension of the scope of practice for division 2 registered nurses has given medication administration a priority. The Nurse Board of Victoria has accredited medication administration courses offered by TAFE and Registered Training Organizations (RTO). Clinical placement of students undertaking the medication administration course is an integral part of the medication administration curriculum. The project will progress the priorities and directions of Department of Human Services in extending the scope of practice of division 2 registered nurses.

## 6. Project Methodology

The project consists of a number of key project activities and these are:

1. Expression of Interest to participate in clinical supervision skills training

Expression of interest received: 28

18 successful applicants and these are division one registered nurses from the following inpatient areas:

- 8 D1RN from GEM Unit
- 4 D1RN from Rehabilitation Unit
- 3 D1RN from Palliative Care Unit
- 3 D1RN from Day Procedure Unit

2. One full day clinical supervision skills training and half day follow up training completed:

1<sup>st</sup> group of 9 D1RN completed training  
 2<sup>nd</sup> group of 9 DIRN completed training

3. Meeting with TAFE and RTOs which offer medication administration course:  
 Example, RMIT TAFE, ANF

Victoria University TAFE and RMIT TAFE students enrolled in the medication course have completed their clinical placement at BHS

#### 4. Evaluation

Evaluation of project by student cohorts and clinical supervisor had been completed. Students enrolled in the medication administration course were asked to complete a questionnaire to evaluate their perception of clinical experience and supervision provided at BHS.

The students were asked to circle responses from: strongly agree; agree; unsure; disagree; or strongly disagree; to represent their best response to a range of statements. These related to: ward orientation; clinical experience; staff support and supervision; performance feedback; workload and resources; and commenting where applicable.

### 7. Findings

Each cohort of students completed a questionnaire to evaluate their experience of medication administration under the guidance of their clinical supervisors. Overall, students described their learning experience to administer medications at BHS under the supervision of Division I Registered Nurses on the ward, a very positive one. The questionnaire revealed the following results:

**Medication Course Student Evaluation**

	Strongly Agree %	Agree %	Unsure	Disagree %	Strongly Disagree %
<b>1.Ward orientation</b>					
Staff were helpful	74	26	0	0	0
Orientation information was useful	62	38	0	0	0
<b>2.Clinical experience</b>					
Objectives were fulfilled	46	54	0	0	0
Learning opportunities appropriate for needs	51	49	0	0	0
Reference books available	100	0	0	0	0

<b>3. Staff support and supervision</b>					
Clinical supervision received was an appropriate amount and quality	74	23	3	0	0
Clinical supervisor utilised adult learning principles to facilitate my learning	67	33	0	0	0
Clinical supervisor considered my learning styles	66	29	5	0	0
Clinical supervisor used questioning techniques to	72	28	0	0	0
<ul style="list-style-type: none"> <li>• Check my understanding</li> </ul>	56	44	0	0	0
<ul style="list-style-type: none"> <li>• Stimulate interest</li> </ul>	54	46	0	0	0
<ul style="list-style-type: none"> <li>• Engaging me</li> </ul>	60	40	0	0	0
<ul style="list-style-type: none"> <li>• Identifying learning problem</li> </ul>	52	42	6	0	0
Performance feedback received was					
<ul style="list-style-type: none"> <li>• Constructive</li> </ul>	100				
<ul style="list-style-type: none"> <li>• At the appropriate time</li> </ul>	100				
<ul style="list-style-type: none"> <li>• At the appropriate place</li> </ul>	100				
Work load was appropriate for learning needs	51	46	3	0	0
Patient assignment allowed continuing of care	44	53	3	0	0

### **Medication Course Students were invited to provide suggestions to improve clinical supervision**

Most of the comments/feedbacks were positive and the followings are some examples:

"No but I like your placement; it is nice placement and staff are supporting students; some staff are friendly".

"No comment it was good"

"Thank you all for allow us to be here"

"No. But I like your placement It is nice placement and staff are supporting students, same staff are friendly"

"Staff were helpful and encouraging"

"Very contented with the experience"

"Our time was utilised wisely"

"Staff were very helpful friendly and easy to get along"

"I was able to administer drugs as much as required, able to broaden my knowledge with medication as well as charting"

"No suggestion, placement was excellent"

"The staff was very helpful and informative, no improvement needed"

"No my experience is good"

"Staff were friendly and helpful, provide good orientation and give lots of information"

"The learning opportunities were appropriate for my needs and experience in the nursing careers"

"Staff were friendly they answered all questions and it was a very enjoyable placement"

"I was allocated two patients to administer medications too my buddy nurse was very helpful"

"No. My experience was useful, helpful and full of knowledge thanks to my buddy nurse – Dianne"

"My buddy nurse Dianne was fantastic, friendly and extremely helpful"

"Had partner with Dianne my medication knowledge was highly improved hands on experience was great"

"No very enjoyable placement, staff friendly and approachable"

"Special thanks to Xingrong and Sharon for making my placement enjoyable and informative"

"Given a full tour, all questions answered Ofa couldn't have been more helpful Her time was much appreciated".

"Some staff members are friendly and helpful not all. Thanks to all the friendly and helpful ones"

"Most of my objectives are fulfilled"

"Nil"

"No clinical supervisor was great"

"Staff absolutely great. Gave me reassurance and confidence Very approachable"

"I learnt as much as I could/my brain is overloaded"

"Still would have like to have been involved with administering a DD unable to due to time constraints".

"GEM ward staff were fantastically helpful and friendly"

Some comments for improvement are highlighted as follows:

"Even though we are supposed to provide holistic care, I would have like more time to read and study medications, may be have more patients and less toileting etc."

"I would have liked more time to look up medications"

“Time for medications, rather than doing too much holistic care”

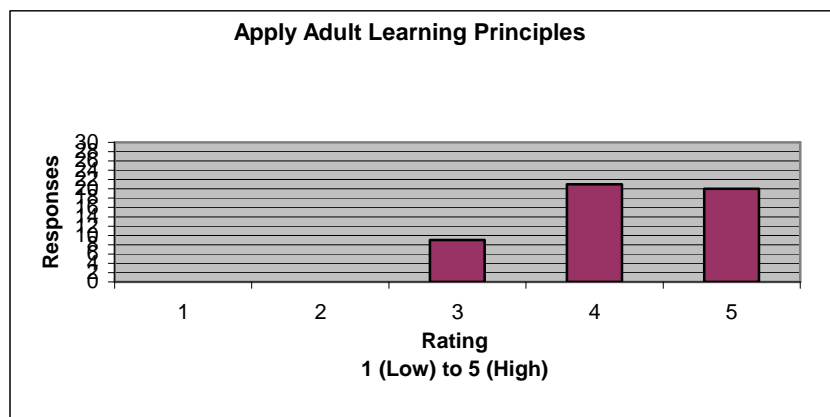
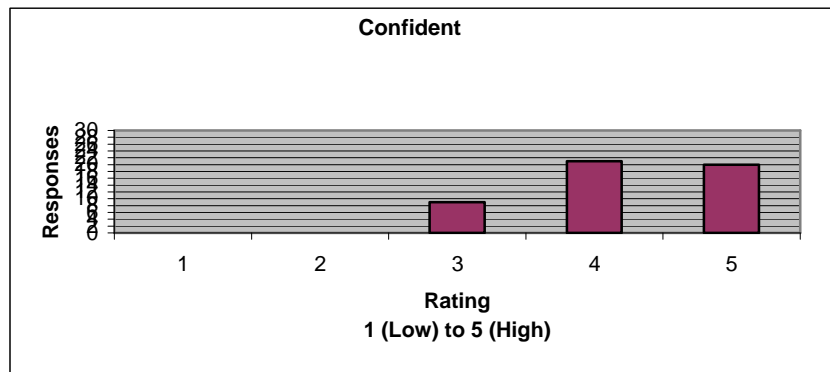
“Engaged and encouraged more drugs research”

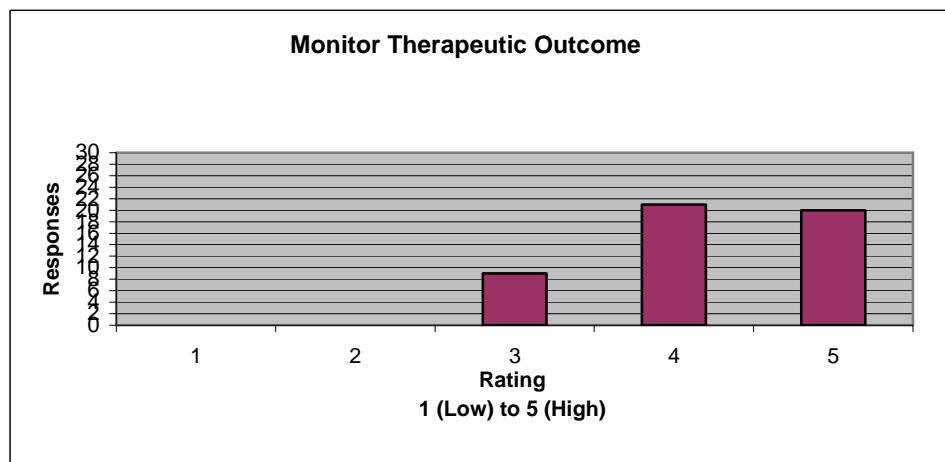
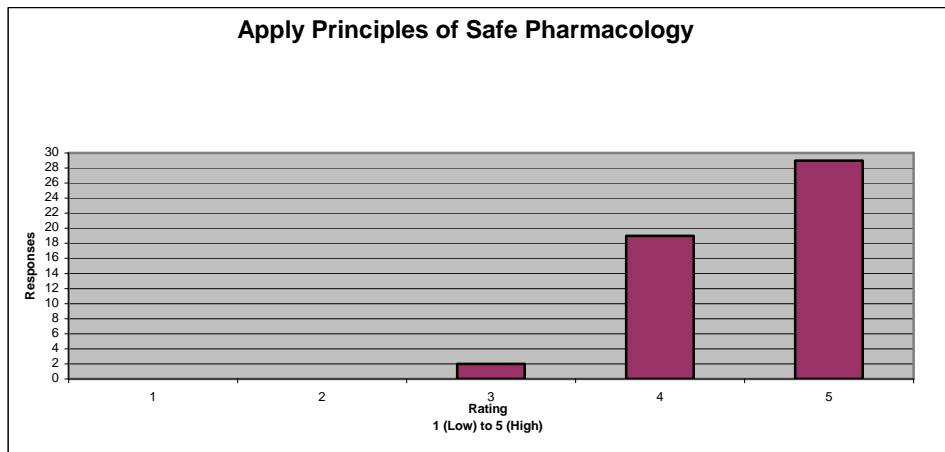
“Clarification of medication student’s duties with all staff buddying”

In addition, the evaluation questionnaire solicits responses from students in the following areas and using a rating scale of 1=low and 5=high

- To what extent did you feel confident in administration medication under supervision?
- To what extent are you able to apply adult learning principles in your learning?
- To what extent are yo able to apply the principles of safe pharmacology during this placement?
- To what extent are you able to monitor therapeutic outcome so clients with alteration to a range of functional health patterns (eg. Identify potential risk, assess client status prior to administration of prescribed medication, administer prescribed medication, monitor responses etc.)?

The findings revealed that students gave positive responses to feeling confident, able to apply adult learning principles and able to apply principles of safe pharmacology and able to monitor changes to a range of health patterns.





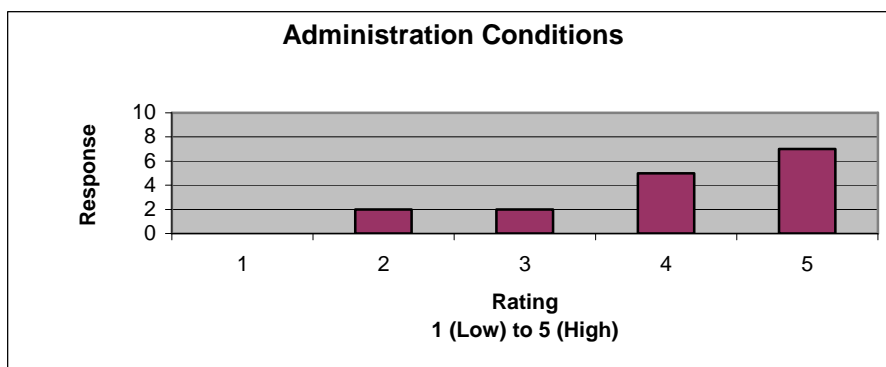
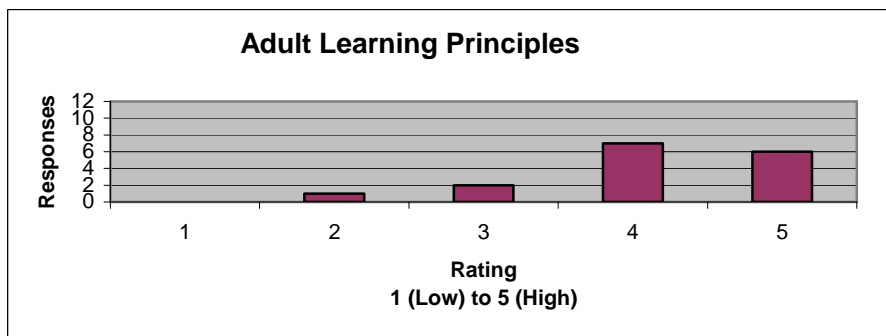
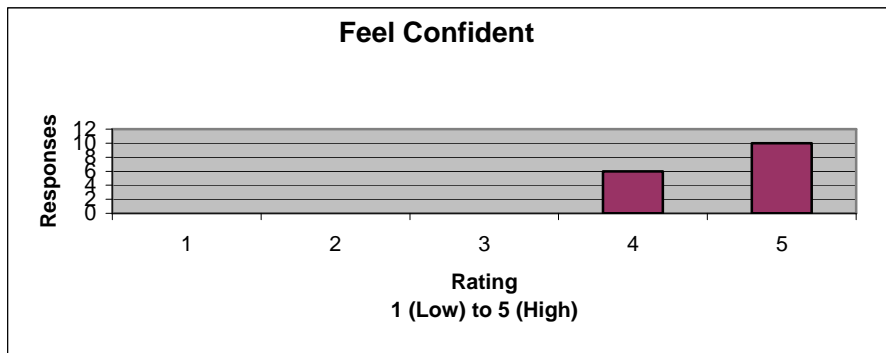
In addition, the evaluation questionnaire solicits responses from clinical supervisors in the following areas and using a rating scale of 1=low and 5=high

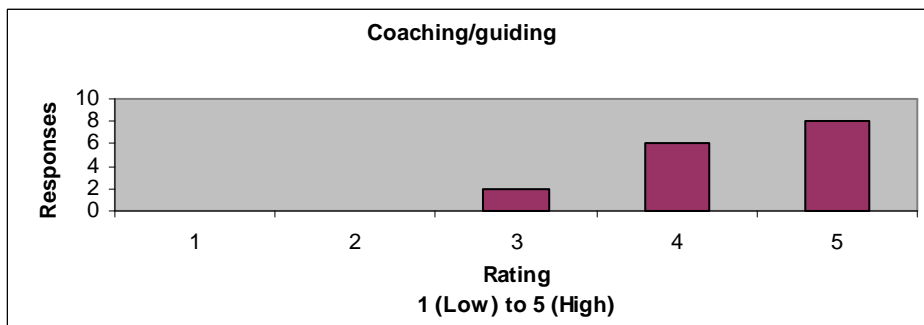
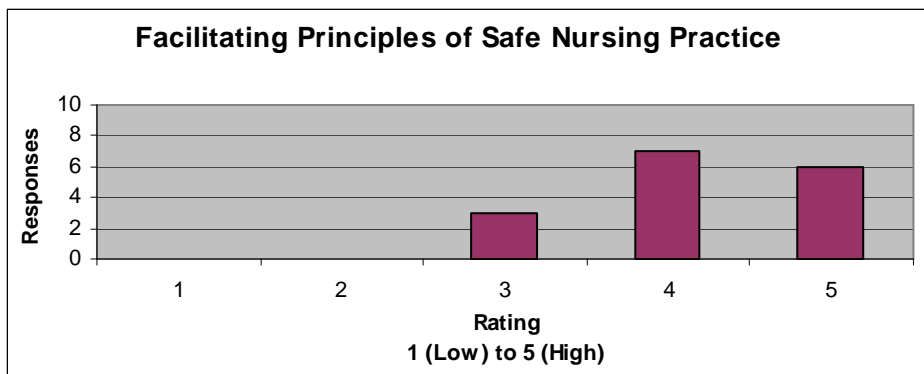
1. To what extent did you feel confident in supervising division 2 students administering medications?
2. To what extent are you able to incorporate adult learning principles in your clinical supervision of division 2 students?
3. To what extent are you familiar with the condition for administration of medication by a Division 2 RN (eg. administration via enteral or topic route)?
4. To what extent you are able to facilitate students in applying the principles of safe pharmacology to safe nursing practice?
5. To what extent you are able to coach/guide students in safely administer medication and monitor therapeutic outcomes of clients with alterations to a range of functional health patterns. (eg. identify potential risk, assess client status prior to administration of prescribed medication, administer prescribed medication, monitor response etc.)
6. To what extent you are able to facilitate the development of essential skills in medication administration by division 2 student sin the following areas:
  - a. ability to administer medication in a timely manner
  - b. communication
  - c. teamwork
  - d. planning & organising
  - e. following procedures
  - f. maintaining privacy
  - g. problem solving

- h. clinical assessment
- i. calculate accurately
- j. observe, report and record discrepancies and incidents
- k. proficiency in administration
- l. safe effective and accurate use of equipment
- m. access resources

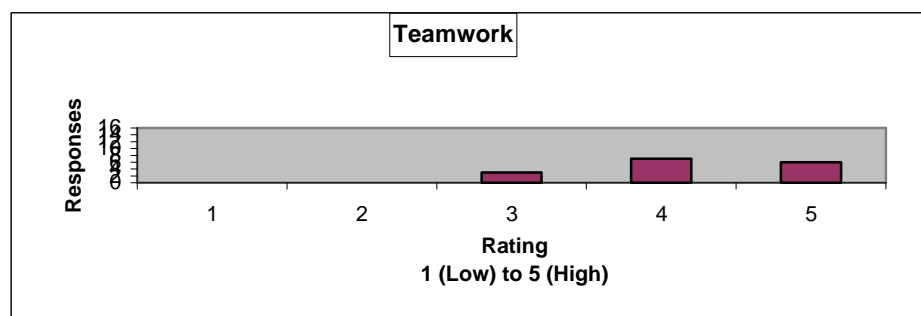
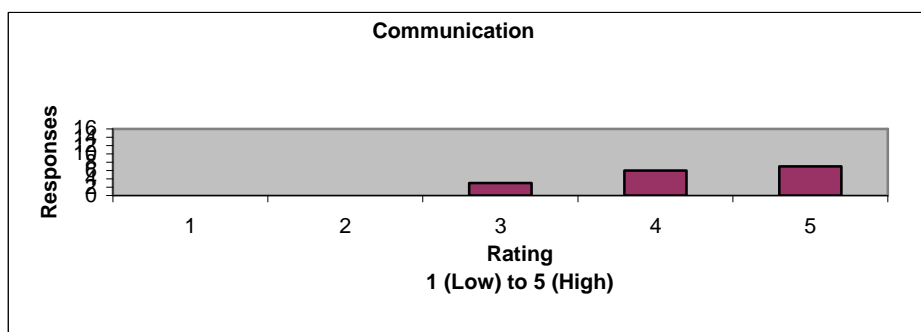
7. To what extent are you confident in providing feedback to the students?

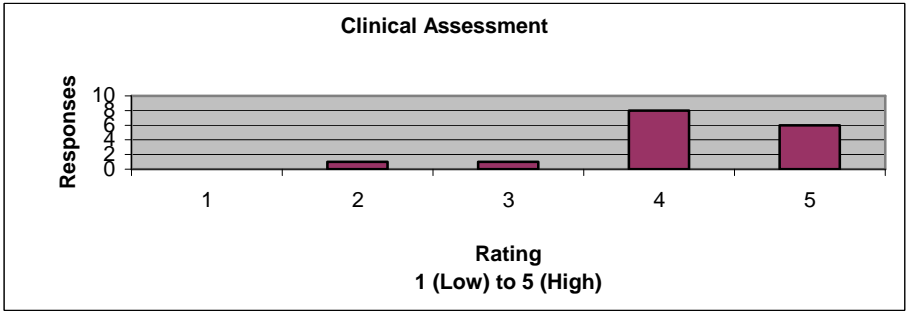
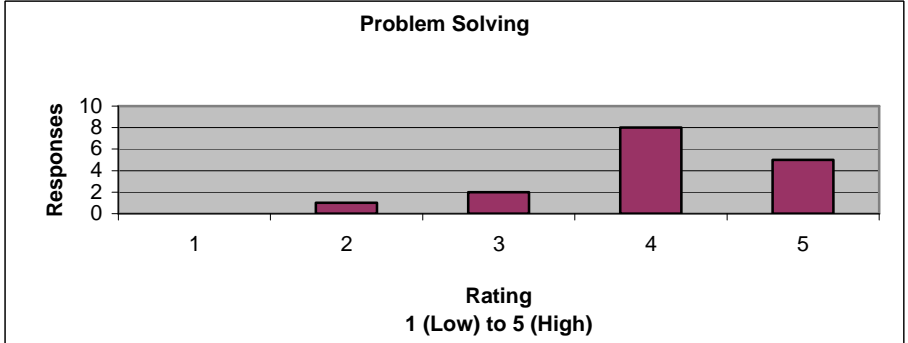
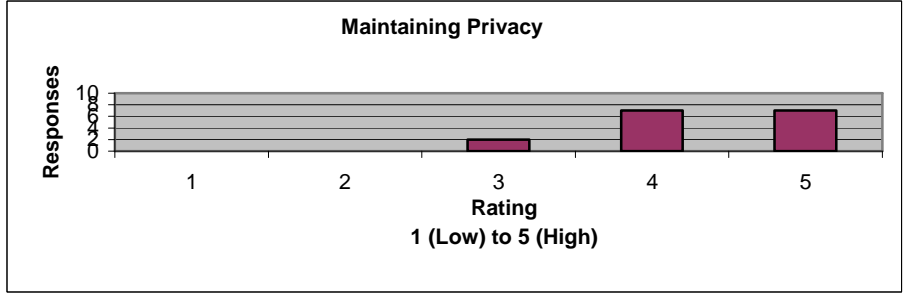
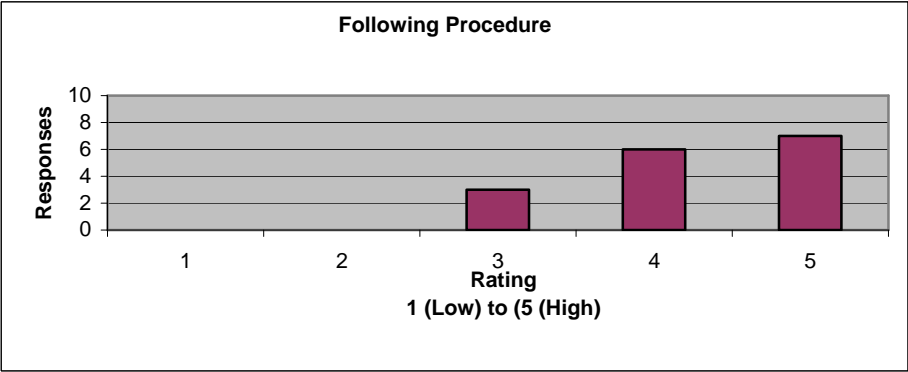
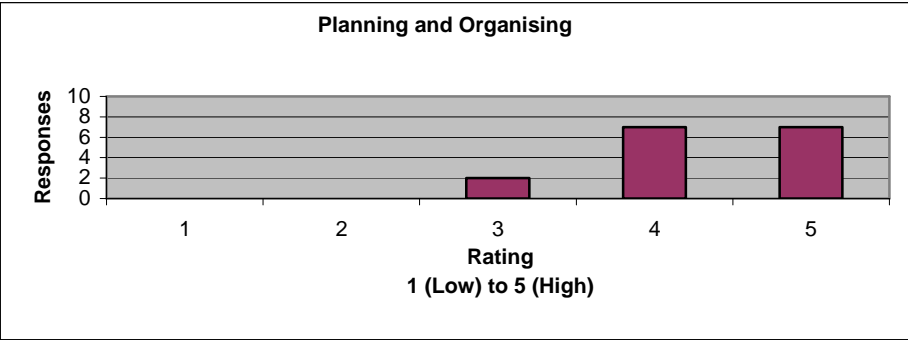
The clinical supervisors reported the extent of their supervision experience ranging from mainly 4 to 5 in feeling confident, incorporate adult learning principles, familiar with the conditions for administration of medication by division 2 RN and able to facilitate students in applying the principles of safe pharmacology to safe nursing practice. However, there was also a below average rating on incorporating adult learning principles and familiar with the conditions for administration of medication. Future clinical supervision skills training would incorporate more in-depth coverage of legislations and conditions of administration of medication by division 2 students enrolled in medication administration.

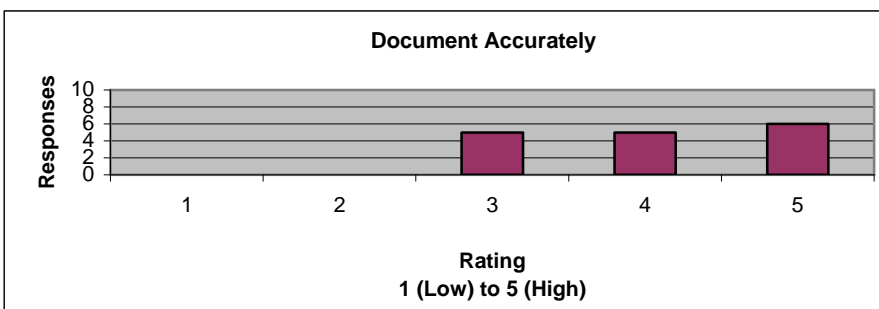
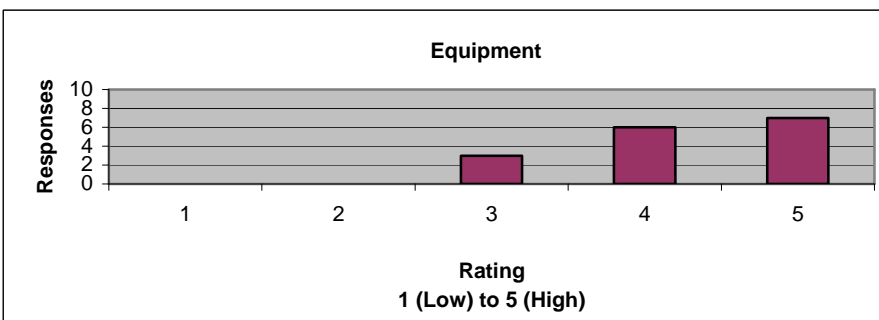
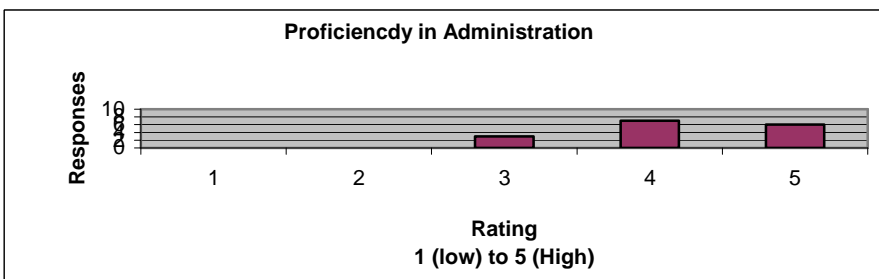
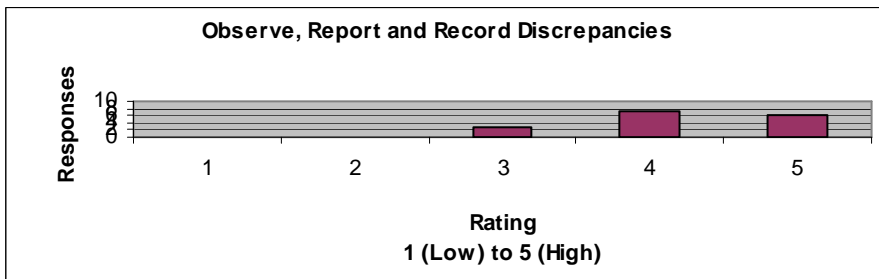
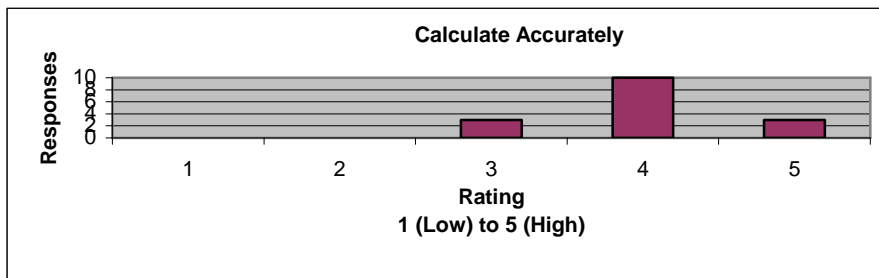


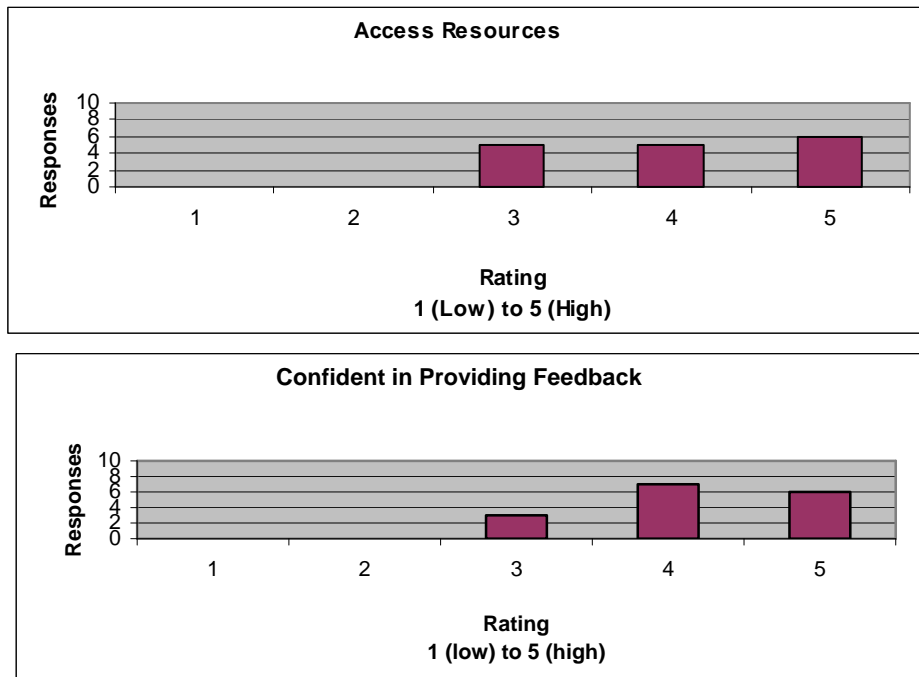


The following graphs revealed that the clinical supervisors rated to a large extent their ability to facilitate the development of essential skills in medication administration by division 2 students in the areas of communication, teamwork, planning and organizing, following procedures, maintaining privacy, problem solving, clinical assessment, calculate accurately, observe, report and record discrepancies and incidents proficiency in administration, safe effective and accurate use of equipment, accessing resources and confident in providing feedback to the students. More challenging areas identified by clinical supervisors in facilitating are health assessment and problem solving skills. Some of the supervisors commented due to time constraints, it is often a challenge to facilitate student assessment and problem solving skills in an often unpredictable clinical environment.









## 8. Limitations

All the evaluations utilised in this project are questionnaires and subjective reporting by students and clinical supervisors involved in the clinical placement during a specific time period. A variety of evaluation methods (example, observations, focused groups) and combining objective and subjective tools may be needed to capture more in-depth evaluation of clinical placement experience for the students enrolled in the medication course and for the clinical supervisors. The findings cannot be applied to the general population of students doing clinical placements or in another health care facility. The number of students participated in this project is only 57.

## 9. Conclusions

The alternative clinical model offered by Broadmeadows Health Service has increased its clinical capacity (from 0 to 57) in providing clinical placement to division 2 registered nurses enrolled in the medication administration course. The students have found the clinical placement at Broadmeadows Health Service a very positive experience. They are able to meet their learning objectives, and have gained practical skills in administering medication in a hospital setting under the supervision of the division 1 registered nurse employed by Broadmeadows Health Service. These registered nurses have undergone a clinical supervision skills training to increase their confidence in supervising students. The clinical supervisors mostly have positive experience in guiding, coaching, teaching and providing feedback to the students. Broadmeadows Health Service would continue to use the alternative clinical models by offering undergraduate students clinical placements out of business hours and out of traditional semesters time; make evening and weekend shifts accessible to undergraduate students and continue to use the pool of trained clinical supervisors to supervise students in the future.

## 10. References

- Department of Human Service December 2005 Prepare nurses for the future Report-Phase 1

Please see attached Gant Chart in appendix 1 Excel file.





**Work Group Members****Appendix 2**

Name	Title	Organisation
<b>Vivian Yong</b>	<b>Education Manager</b>	<b>Broadmeadows Health Service</b>
<b>Maree Cuddihy</b>	<b>General Manager</b>	<b>Broadmeadows Health Service</b>
<b>Marie Mohr</b>	<b>Executive Nurse</b>	<b>Broadmeadows Health Service</b>
<b>Marie Anderson</b>	<b>Nurse Unit Manager, Geriatric Evaluation &amp; Management</b>	<b>Broadmeadows Health Service</b>
<b>Ofa Starman</b>	<b>Nurse Unit Manager, Rehab Unit</b>	<b>Broadmeadows Health Service</b>
<b>Siobhan Clark</b>	<b>Nurse Unit Manager, Palliative Care Unit</b>	<b>Broadmeadows Health Service</b>

**Budget****Appendix 3**

Item	Cost
<b>Staff replacement costs: <math>\\$34/\text{hr} \times 8 \times 24 = 6528 + 652.80 = \\$7180.80</math></b>	<b>\$7180.80</b>
<b>1.5 day workshop facilitator @<math>150/\text{hr} \times 12 = \\$1800</math></b>	<b>\$1800</b>
<b>Training manual material and folders <math>\\$50 \times 24 = \\$1200</math></b>	<b>\$1200</b>
<b>Photocopying <math>\\$10 \text{ person} \times 24 = \\$240</math></b>	<b>\$240</b>
<b>Travelling expenses to attend meetings at TAFE &amp; RTO once a month approximately 25km each way 50km x <math>\\$1.30 \times 10</math> trips over 10 months period = <math>\\$650</math></b>	<b>\$650</b>
<b>Clinical educator support <math>\\$35/\text{hr} \times 1.5 \times 12 \times 24 = \\$15120</math></b>	<b>\$15120</b>
<b>Education equipment laptop, data projector and TV/DVD player = <math>\\$6502</math></b>	<b>\$6502</b>
<b>Total</b>	<b>\$32,692.80</b>
<b>DHS Funding</b>	<b>\$27,706</b>
<b>Other Funding – BHS operation budget</b>	<b>\$4906.80</b>

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