

UNDERGRADUATE PLACEMENTS AND HEALTH SERVICES



MHNET – Melbourne 2010
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Central to the educational preparation of nurses

- Mild mental illness (estimated at 12% of population)
- Moderate mental illness (estimated at 5% of the population)
- Severe mental illness (estimated at 3% of the population) A mental illness in which a person's ability to think communicate and behave appropriately is so impaired that it significantly interferes with their ability to deal with ordinary life demands
- Nurses are there to work with symptoms and events in a persons life

What constitutes a mental health placement?

- Across community and inpatient settings
- Across the age spectrum
- Across the health and illness continuum
- Considers current trends in treatment including recovery

A successful placement with effective learning

- Reliability of placements
- Timing of placements
- Shared objectives
- Effective relationships with universities

Preparation

- Extremely complex areas
- Organisational pressures
- Delegation of duties vs observation
- Universities briefing up to health care services

Some quotes to reflect on

- “If they are pleasant and don’t do anything wrong, they get through their clinical appraisal/assessment” .
- “ Short placements are educationally unsound – something psychology, social work, occupational therapy and medicine worked out a long time ago” .

Some quotes to reflect on

- “Clinical placements need to be built around exposure, experience and the achievement of competencies, not just turning up to do the time”
- “They don’t know what they don’t know”
- Its our opportunity to recruit and we need to do it better

Some quotes to reflect on

“An increasing number of students who have English as a second language. In particular those students coming into 2nd year programs from overseas ... in some cases the apparent lack of comprehension has led to students not following instruction and with the risk of compromising the safety of themselves and clients. It is also unfair on the students who, whilst motivated, have expectations that are not being met”.

What we would like

- Consistent objectives
- Flexibility with rostering
- One entry/contact point
- More than one placement
- Defined scopes of practice (you know this and are able to do that)
- Effective supervision and communication
- Elective placements in third year