



CLINICAL WORKBOOK

Bachelor of Nursing 2024

Work Integrated Learning (WIL)

NURS2005 Mental Health Nursing



**Southern Cross
University**
Faculty of Health

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Faculty of Health
Southern Cross University
Military Rd
East Lismore NSW 2481

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Seventh edition 2024

WELCOME

Work Integrated Learning Placement NURS2005: Mental Health Nursing

Welcome to your WIL Placement: NURS2005 Mental Health Nursing, an assessment component in the unit "NURS2005 Mental Health Nursing." This clinical practicum builds upon foundational knowledge and skills in mental health care. It extends students' understanding of mental health concepts and care of clients with acute and long-term mental health and psychiatric problems. Students will be provided with the opportunity to develop assessment and intervention skills, including advanced pharmacological, psychosocial, and interpersonal knowledge and capabilities. During this placement, you will be expected to apply, where relevant, the skills and knowledge you have gained from previous units of study and practicums, focusing on strengthening the foundation nursing skills of effective communication, patient/client assessment, and medication administration and safe practice.

Your WIL Placement NURS2005: Mental Health Nursing, is a two-week placement (80hrs). Students attending Recovery Camp will be provided additional information within the unit BB site under the 'Work Integrated Learning' tab.

NB: YOU MUST PASS YOUR WIL PLACEMENT TO ATTAIN A PASS IN NURS2005 MENTAL HEALTH NURSING.

Clinical Teachers/Preceptors will evaluate all activities undertaken by students. The evidence gathered during the placement will identify how successfully each student integrates their on-campus and previous placement learning into this clinical placement environment. With input from preceptors and clinical supervisors, the Clinical Teachers will evaluate all the listed assessment requirements. The Unit Assessor will award the final result for the placement.

The learning outcomes and assessment items in your WIL placement relate directly to the NMBA Registered Nurse Standards for Practice (2016). Students will have the opportunity to perform applied nursing skills under the supervision of an RN.

The **ANSAT** (Australian Nursing Standards Assessment Tool) will assess students' ability to demonstrate competence and their ability to meet the Registered Nurse Standards for Practice at an appropriate level of practice as a second-year student RN, working towards attaining graduate competence.

IMPORTANT SCU CONTACTS

Mental Health Nursing

Unit Assessor: Nicole Graham nicole.graham@scu.edu.au

Work Intergraded Learning Academic Coordinator: Lucy Shanners

WILAC.nursing@scu.edu.au

Course Coordinator - Bachelor of Nursing: Louise Ward BON.CourseCoord@scu.edu.au

Course Coordinator – EN to RN: Dima Nasrawi dima.nasrawi@scu.edu.au

Nursing Phase Lead – phaseleads@scu.edu.au

Chair of Nursing: Jennene Greenhill jennene.greenhill@scu.edu.au

Work Integrated Learning (WIL) unit (general enquiries about WIL and your allocation) health.WIL@scu.edu.au 07 5589 3439

Fit to practice team (enquiries specific to your fit to practice requirements) health.FTP@scu.edu.au

SCU Student Counsellors:

<https://www.scu.edu.au/current-students/services-and-support/counselling/>

Bookings and Enquiries

Lismore and Gold Coast: (02) 6626 9300

Coffs Harbour: (02) 6659 3263 (*if there is no answer, please send an email*)

Email: counselling@scu.edu.au

After-hours Crisis Counselling:

Phone: 1300 782 676

SMS: 0488 884 143 (*for text chat*)

Other Services and Support for SCU students: <https://www.scu.edu.au/current-students/services-and-support/>

SCU Access and Inclusion: <https://www.scu.edu.au/current-students/services-and-support/student-access--inclusion/>

WIL NURS2005: LEARNING OUTCOMES

Upon completing this Clinical placement, the student should demonstrate a range of complex nursing skills in the care of patients/clients and apply content knowledge acquired from their continued progression in the BN and EN - RN program. Specifically, students should be able to:

1. Demonstrate the ongoing development of effective communication skills with colleagues and patients/clients in the clinical practice setting.
2. Demonstrate the ongoing development of effective interviewing and history-taking skills with patients/clients with a mental or psychiatric condition in the clinical practice setting.
3. Demonstrate safe practice for a range of nursing skills involving assessing and managing patients/clients with mental or psychiatric conditions in the clinical practice setting.
4. Demonstrate an increasing ability to clinically reason within a clinical practice setting.
5. Demonstrate an increasing ability to critically think and reflect on practice within a clinical practice setting.
6. Demonstrate adherence to SCU policies on student attendance and professional behaviours.

Furthermore, students should be able to:

1. Explore self as a therapeutic agent and reflect on the nursing experience of self and others to enhance learning and practice.
2. Apply generic values, attitudes and interpersonal capabilities designed to diminish stigma and marginalisation to mental health-specific contexts and demonstrate an awareness of personal attitudes, beliefs and values about mental illness, mental distress and mental disorder.
3. Identify common mental health conditions within our society and the impact these have upon the individual.
4. Develop therapeutic relationships with individuals experiencing alterations to mental health functioning and reflect on the meanings of the health-illness experience for consumers and carers.
5. Understand the principles of prevention, early intervention, and recovery in the context of mental health care and the application of the NSW Mental Health Act (2007) &/or QLD Mental Health Act (2016) to people with mental health problems.
6. Undertake a bio-psycho-social mental health assessment of the whole person to identify client strengths and needs within mental health and/or psychiatric contexts.
7. Connect assessment formulations to nursing interventions, including interpersonal relating, talk-based interventions, and advanced psychopharmacology.

8. Participate and demonstrate safe practice in delivering care and develop beginning competencies in clinical skills. This may include but is not limited to patient observation, mental health assessments, reporting and recording, therapeutic communication, supportive counselling, assessment and management of aggression, and assessment and management of psychotropic medication effects/side effects.
9. Demonstrate an increasing ability to clinically reason within a clinical practice setting.
10. Demonstrate understanding and use of the evidence-based practice in mental health nursing.
11. Demonstrate adherence to SCU policies on student attendance and professional behaviours.

In addition (where appropriate), demonstrate:

- Effective communication with patients experiencing speech, hearing, visual, and memory impairment.
- Mini-Mental State assessment (Cognitive component of the MSA).
- Hand hygiene and use of personal protective equipment.
- Vital Sign assessment and documentation.
- Safe administration of medications.
- Numeracy and medication calculations.
- Manual handling.
- Fluid balance documentation.
- Specimen collection, including UDS & BSL.

Below are the links to the SCU policies relating to placement and work-integrated learning:

Code of Conduct: <https://policies.scu.edu.au/document/view-current.php?id=30>

Work Integrated Learning Guidelines <https://policies.scu.edu.au/document/view-current.php?id=209>

Workplace Health and Safety Risk Management Procedures
<https://policies.scu.edu.au/view.current.php?id=00174>

Community Engaged Learning Policy: <https://policies.scu.edu.au/document/view-current.php?id=76>

Community Engaged Learning At-Risk Procedures: <https://policies.scu.edu.au/document/view-current.php?id=206>

CLINICAL ATTENDANCE AND PROFESSIONAL BEHAVIOUR

Attendance at clinical placement is mandatory, and students must account for all hours of attendance at an allocated clinical placement. The total number of hours completed by the student during the WIL placement is recorded by the clinical teacher in SONIA. If students fail to complete an appropriate number of hours, their final grade may be incomplete until they can undertake further placement hours to meet the unit requirements.

The following guidelines ensure students achieve the mandatory clinical hours.

- If the student is absent on day one of the placement, the student must contact the WIL (Work Integrated Learning Unit), who will notify the clinical teacher on the student's behalf. They can be reached at health.WIL@scu.edu.au
- When a student is absent during a WIL experience, they must contact both the placement agency (i.e. preceptor, the nurse in charge, an educator) and the clinical teacher as soon as possible before the commencement of the shift and inform them of the intended absence.
- Due to registration requirements, all hours missed during placement must be completed. This will be allocated at the discretion of the Unit Assessor and the university. Please note that coordinating clinical placements is a challenging task involving several agencies; therefore, there may be delays in allocating students to further placement capacity. This may need to be deferred to a subsequent WIL period in the following year.
- If for any reason, you are unable to undertake a placement during the allocated period, you need to complete an Attendance Variation Application. This may, however, mean a delay of up to a year in completing your course.
- You can obtain the AVA form from your SONIA homepage. The AVA must be completed in full and along with supporting documentation. Please refer to the AVA for criteria for approval and the supporting documentation required.

ASSESSMENT OF PERFORMANCE ON WIL PLACEMENT

During the professional placement, students will be required to demonstrate minimum levels of achievement in practice and specific skills related to on-campus classroom and nursing laboratory learning. In addition, the ANSAT will assess students' ability to demonstrate competence at specified levels of practice toward attaining graduate competence.

The ANSAT (The Australian National Standards Assessment Tool) is a tool that has been developed around the Registered Nurse Standards for Practice (2016) that was released by the Nursing and Midwifery Board of Australia (NMBA). These standards underpin all aspects of the practice of registered nurses and student registered nurses. They allow the student to be assessed on practice within the mental health care setting and on their ability to practice at a second-year level safely and effectively.

Please navigate to the below PDF to review AHPRA's Registered Nurse standards for practise:

<https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD16%2F19524&dbid=AP&cksum=R5Pkrn8yVpb9bJvtpTRe8w%3D%3D>

WIL NURS2005: MENTAL HEALTH NURSING - ASSESSMENT TASKS

Students must successfully complete each of these listed items to receive a Satisfies Requirements (SR) for WIL NURS2005. These assessments will be completed in SONIA by the Clinical Teacher.

1. **Completion of all Professional Experience Placement Hours** (80 hours)
2. **Professional Code of Conduct Form** -Satisfies Requirements
3. **ANSAT** -Completed Formative and Summative assessments based on the NMBA Registered Nurse Standards for Practice. This must be signed electronically by both the clinical teacher and the student in SONIA.
4. **Completion of Clinical Teacher/Student Interview** (COM/INC).

Students must set at least two personal and professional goals for this clinical placement. Then, during the first day of placement, they establish a time to meet with their clinical teacher to discuss these goals and the opportunities to achieve them. These goals must be aligned with the NMBA standards of practice for Registered Nurses. They must be completed before the student/clinical teacher interview (i.e. prior to the commencement of placement).

These goals should include:

- At least two personal goals for the duration of the placement
- At least two clinical goals for the duration of the placement

5. During your clinical practice in mental health, you must complete and submit a minimum of three (3) assessments per week to your clinical teacher. Patient assessments are to be in the form of a nursing report and completed following a conversation with a client.

6. ***Each nursing report should address all areas of the mental state that was assessed or observed.***

YOU ARE NOT REQUIRED TO CONDUCT A FORMAL COMPREHENSIVE MENTAL HEALTH ASSESSMENT.

NB – If using writing report/notes for learning purposes and not patient records. Please 'DE-IDENTIFY' patients when writing these reports and keep them in a locked area away from patient/consumer areas.

The aim of this assessment is to:

- develop and demonstrate skills in the identification and recall of important and relevant information (**data**) from conversations/interviews with clients;
- develop and demonstrate **factual** and **non-judgemental** reporting and recording of findings from assessing an individual's mental state.

Students need to be familiar with the procedure for and conduct of the mental state assessment. This can be done by referring to lectures, tutorial notes, and readings in mental health nursing texts and journals. **You will also be expected to hand over at least one or two clients to your peers or the staff on the ward/unit at the end of each day of clinical practicum.**

7. ***Undertake a number of specific applied nursing skills*** - Students have the opportunity to perform a number of nursing skills in their various placement locations. The Clinical Teacher will observe these, and this information may be incorporated into the ANSAT form, in the form of formative or summative feedback, where relevant. Each student will have unique learning opportunities based on the type of healthcare agency they are assigned. The Clinical Teacher will also fill out a Record of Clinical Skills Undertaken. The types and numbers of applied nursing skills that each student has an opportunity to perform will vary. There will not be a predetermined number or variety of nursing skills that must be performed. The Clinical Teacher (or RN nominated) will supervise, assist and give feedback to students when performing applied nursing skills.

This is not a task that can lead to an overall fail. However, your inability to undertake such skills safely and appropriately may be reflected in your clinical appraisal.

8. ***Complete Appropriate Clinical Reflections at least once per week*** – Students will be expected to complete clinical reflections at least once per week using SPROUT (see page 11) for detailed explanation and relevant BB site). The clinical teacher will determine the times/days these reflections will be submitted. It is at the discretion of the clinical teacher to determine the final number of reflections, but once per week is the minimum requirement. You may receive an INC for the placement if this task is not completed.

NB – You need to keep your sprout reflections for inclusion in your professional portfolio assessment task, due for submission in the Transition to Practice unit in your 3rd yr.

9. ***Successful completion of CORE Skills is a requirement.***

If students are not meeting minimal expected competency levels at their Formative ANSAT assessment or at any point during the WIL, then their Clinical Teacher/Facilitator may initiate a Guided Learning Plan (GLP). The aim of a GLP is to provide the student with opportunities to gain confidence in the clinical setting and give direction and support in areas identified to ensure competency of practise as a 2nd year undergraduate nursing student. Meeting these requirements will enable the student to meet the WIL assessment requirements of NURS2005 Mental Health Nursing.

ADDITIONAL WIL REQUIREMENTS

Student/Clinical Teacher Interview – Day 1

Every student is assigned a Clinical Teacher to monitor their performance during placement and act as a resource person if you have any concerns or questions. On day one of placement, it is your responsibility to set a time with your Clinical Teacher to meet and discuss your expectations of the placement and your set goals for your time. This may also be a time to re-evaluate what you hope to gain from the placement. At this interview, on day one, you will need to present your **completed** personal and professional goals and your compilation of workbooks from any previous Bachelor of Nursing degree placement.

Clinical Reflections

It will be necessary for you to complete clinical reflections at least once per week on this placement. As per the NMBA RN Standards for Practice (2016), all nurses must be reflective practitioners and undertake self-evaluation.

You will complete your reflections using SPROUT.

SPROUT:

S – Situation. Describe your actions, thoughts and feelings during the situation.

P – Past experiences. How have these impacted the way you responded to the situation?

R – Research. This could include policies, peer-reviewed literature, and procedures.

O – Other influences. These may include self and others - internal or external.

U – Understanding. Including reconsidering your beliefs and values.

T – Take forward. How will this influence future practice and beliefs?

Reflections will need to be completed in your ePortfolio on Blackboard and submitted to your clinical teacher on the days they specify. For example, your clinical teacher may determine that you need to complete daily reflections, and if this is the case, you will need to do this to receive an SR for the unit. You will also need to show an appropriate level of reflection to be deemed SR for this section.

Once your clinical teacher has collected and reviewed all your reflections, you will be given an SR for the WIL placement. If you have not submitted all the required reflections, your clinical teacher will hold your overall grade incomplete, pending submission of the outstanding reflections to the Unit Assessor.

PERSONAL AND CLINICAL GOAL SETTING FOR WIL

Personal Goals for Placement (SMART)				
Specific goal (What exactly do you want to achieve. What, how, when and why)	Measurable (How will you know if you meet your goal?) Include NMBA Standards	Attainable (Break it up into achievable amounts, quantity or time)	Realistic/Relevant (Realistic or relevant to the clinical area you are in?)	Time-bound (When will it be achieved by?)
1.				
2.				
Professional/Clinical Goals for Placement (SMART)				
1.				
2.				

CORE SKILLS FOR ALL STUDENTS

This assessment is a guide only. Actual assessment is completed in SONIA

To ensure patient safety, the following skills are what we believe to be the foundation of every successful professional experience placement. In the clinical setting the clinical teacher is to assess the student's level of knowledge and clinical safety **relevant** to their scope of practice and year level. *** Indicates skills that need to be demonstrated to the CT prior to the formative assessment.** It is expected though that the CT may supervise these skills with the student on more than one occasion.

SKILL	SAFE DEMONSTRATION		COMMENTS	CT and Student Initials & Date
	YES	NO		
*5 MOMENTS of HAND HYGIENE				
* MEDICATION ADMINISTRATION <ul style="list-style-type: none"> • Oral • SC/IM • IV 				
*VITAL SIGNS <ul style="list-style-type: none"> • BP • Pulse • Respiratory Rate • Temperature • Pulse Oximetry 				
*Recognition of deviations from normal vital signs.				
Aseptic Technique.				

CORE SKILLS FOR ALL STUDENTS – Additional

This assessment is a guide only. Actual assessment is completed in SONIA

Time management includes planning care, attending to clinical care, prioritising work appropriately, completion of paperwork, communication skills, clinical handover and the use of a time management tool.

SKILL	DEMONSTRATED		COMMENTS	CT & Student Initials/Signature & Date
	YES	NO		
PATIENT LOAD				
CLINICAL HANDOVER & ISBAR				
WRITTEN DOCUMENTATION				

If the student has not met the competency standards of these core skills, escalation to the Unit Assessor for guidance and a Developmental Learning Plan to be set in place immediately or prior to the next placement.

2024 Scope of Practice Guidelines–Bachelor of Nursing and EN-RN Pathway



1ST YEAR

Units of Study:

The Reflective Learner and Health Science Scholar (HLTH1004)
 Understanding Wellbeing and Mental Health (HLTH1005)
 Introductory Anatomy and Physiology (HBIO1009)
 Foundations of Interprofessional Health Practice (HLTH1006)

Knowledge and Skills:

- Infection Control
 - Standard precautions including hand hygiene, PPE and signage
- Documentation:
 - Health interview
 - Application of anatomy and physiology knowledge
- Communication skills in various settings:
 - Manual handling
 - OH&S
- Skin assessment
- Falls risk assessment
- Ambulation of patients
- Sleep and rest
- Providing personal hygiene
- Bowel and bladder elimination
 - Specimen collection
 - Introduction to urinary catheter
 - Fluid balance
- Legal and ethical practice
- Professional communication and interpersonal relationships
- Overview of the Australian health care system
- Understanding of the health care workforce
- Historical perspectives of nursing and health care
- Introduction to mental health care in Australia
 - Reflection on practice
 - Cultural safety
 - Consent and age of consent
 - Introduction to emotional intelligence

Units of Study:

Foundations of Clinical Practice (HLTH1007)
 Fundamentals of Nursing Practice (NURS2015)
 Health and Indigenous Australian Peoples (INDG2001)
 Foundations of Health Assessment (NURS2004) (WIL)

Knowledge and Skills:

- Nutritional needs orally
- Assessment of feeding issues including swallowing and oral suctioning
- GIT assessment, care and documentation
- Measuring and recording vital signs and BGLs
- Aseptic technique to assess simple wounds including:
 - Donning and doffing
- Elimination
- A – G assessment
- Numeracy – calculating medication dosages oral and parenteral
- Medication administration:
 - Oral, topical, intra ocular, aural, inhalations
 - Parenteral – IM, subcut, intradermal
 - Asepsis for medication admin
- Schedule of 2-4D (under direct RN supervision)
- Student NOT to prepare or administer Schedule 8 medications
- Introduction to pharmacology
- The patient's story
- Death and dying
- Introduction to palliative assessment
- Introduction to quality, safety and human behaviours
- Growth and development across the lifespan
- Mental health narratives
- Introduction to mental health assessment
- Development of therapeutic relationship
- Introduction to the clinical reasoning cycle



2ND YEAR

Units of Study:

Introductory Pharmacology (PHAR2001)
 Foundations of Health and Healthcare Systems (PBHL1003)
 Positive Approaches to Chronic Illness and Disability (NURS2014) (WIL)
 Partnering With Older People in Healthcare (NURS2015)
 Professional Practices (NURS2012)
 Promoting Wellness in Chronic Health and Disability (NURS2013) (WIL)
 Health and Indigenous Australian Peoples (INDG2001)

Knowledge and Skills:

- Continuation of all knowledge and skills from previous placements
- Grief, mourning and loss
- Assessment and management of chronic pain
- Respiratory assessment, care and documentation:
 - Respiratory exercises
 - Investigations and diagnostics
- Oxygen therapy
- Stomal therapy
- Complex wound management
- Urinary care:
 - Catheterisation (insertion/removal)
 - Nephrostomy tubes, ureteric stents, ileal conduits
- Care of clients with renal failure, understanding the principles of dialysis
- Asepsis related to urinary care
- Fluid and electrolyte assessment, care and documentation
- Diabetic management:
 - Sliding scale insulin
 - BGLs
- S8 Medication administration (as a third person checker – administration as per hospital policy)
- Assessment and care of acute confused states in the elderly
- Delirium states and dementia, and depression – differentiation
- Assessment and management intoxication and withdrawal states
- Models of disability care
- Introduction to pathophysiology and microbiology
- Clinical reasoning cycle
- Mental health/illness/disorder as a co-morbidity

Units of Study:

Introduction to Nursing Research (NURS2018)
 Nursing Practices 1 (NURS2017)
 Building Healthy Communities Through Impactful Partnerships (NURS2018) (WIL)
 Mental Health Nursing (NURS2005) (WIL)

Knowledge and Skills:

- Continuation of all knowledge and skills from previous placements
- Community assessment
- Health promotion
- Assessment and management of acute wounds
- Management, asepsis and assessment of intravenous therapy using IV peripheral lines.
- GIT assessment, care and documentation:
 - Insertion & removal of NG tubes
 - Enteral feeding
- Preparation for, care of and documentation relevant to pre-operative, intra-operative and post-operative journey through to discharge.
- S8 Medication administration (as a third person checker – administration as per hospital policy)
- Assessment of the client in the home
- Australian screening programs
- Mental health assessment, risk assessment & decision making
- Self-harm, overdose and suicide risk assessment.
- Assessment and management of personality disorders
- Psychopharmacology
- Awareness of palliative medications
- Intro to pharmacology in community context: polypharmacy and medication compliance
- Living and working with pain
- Related numeracy concepts
- Awareness of PICC lines
- Health maintenance for vulnerable populations, including Indigenous Peoples
- Home visits and patient education

3RD YEAR

Units of Study:

Evidence-based Practice in Nursing (NURS3006)
 Nursing Practices 2 (NURS3007) (WIL)
 Transition to Practice (HLTH3004)
 Interprofessional health practice (HLTH3005)

Knowledge and Skills:

- Continuation of all knowledge and skills from previous placements
- IV medication and fluid management
 - Understanding management of CVADs (i.e., PICC lines, central venous lines and portocath)
- Advanced haemodynamic monitoring
- Sepsis screening
- Advanced Respiratory Assessment, Clinical Management, Intervention and Documentation
- Understand the management of ICCs and UWSDs
- Acute coronary syndrome clinical management, intervention and documentation
- Cardiac monitoring, assessment, care and documentation
- ECG recording, monitoring and interpretation
- Neurological assessment, care and documentation
- Neurovascular assessment, care and documentation
- LOC/ICP/acute SCI
- Cranial nerve and special senses assessment
- Sensory assessment, care and documentation
- Endocrine assessment, care, intervention and documentation.
- Urinary assessment, care, intervention and documentation, bladder irrigation
- ENT assessment, care, intervention and documentation
- GIT assessment, care, intervention and documentation
 - Awareness of TPN
- Understanding PCA management, patient education and documentation
- Advanced/complex wound management
- Haematology assessment and transfusion of blood products
- Parenteral (TPN) fluid administration
- Assessment and management of drug-induced psychosis
- S8 Medication administration (as a third person checker – administration as per hospital policy)
- Research and critique/incorporating research into everyday nursing care
- Root cause analysis
- Preparation for graduate practice

Units of Study:

The Nurse as the Leader (NURS3001)
 Paediatric Health: Conception to Adolescence (NURS3008)
 Nursing Practices 3 (NURS3009/NURS3010) (WIL)

Knowledge and Skills:

- Continuation and consolidation of all knowledge and skills from previous placements
- Triage observation and assist
- Trauma assessment, care, intervention and documentation
- Burns management
- Syringe drivers, infusion pumps and subcutaneous catheter
- Maternal and infant nursing:
 - Postnatal assessment, care & breast feeding
 - Assessment and care of the newborn
- Acute paediatric assessment, care, intervention and documentation
- Understanding health care and health promotions for children, young people and families
- Paediatric medication administration
- Resus 4 Kids
- Harm reduction, child protection and mandatory reporting (abuse and neglect)
- Oncology care
- Understanding of emergency procedures
- Psychiatric emergencies and triage in the ED/Crisis intervention
- Pandemic and disaster management
- Education in health
- Complex patient care
- Application and understanding of nursing speciality clinical practice
- Construction of nursing identity
- Mentoring
- Delegation
- Teamwork
- Negotiation and conflict resolution management
- Supervision
- Leadership communication skills
- Case management and coordination
- Research and critique in everyday speciality nursing practice