



CLINICAL WORKBOOK

Bachelor of Nursing 2020

Professional Experience Placement 3 (PEP 3)

Chronic Illness and Nursing Care NRS72003

© 2020 Southern Cross University

School of Health and Human Sciences
Southern Cross University
Military Rd
East Lismore NSW 2480

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by means electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Copyright material indicated in this work has been copied under Part VB of the *Copyright Act 1968*.

Third edition 2020

WELCOME

Professional Experience Placement 3: Chronic Illness and Nursing Care NRS72003

Welcome to the Professional Experience Placement 3. We hope you find this placement experience to be meaningful and rewarding, and hope it helps you build on your theoretical frameworks from this session.

This clinical placement explores nursing responses to changes in health status. Through case-based learning students will build upon and apply knowledge and skills related to chronic illness and disability. PEP 3 also enables students to integrate nursing skills and apply content knowledge from their continued progression in the BN program. Students will be placed in a suitable clinical agency under the supervision of a Clinical Teacher/Preceptor for a total of 160 hours (4 weeks). This professional experience placement forms an integral component of the unit of study '**Chronic Illness and Nursing Care**'.

Clinical Teachers/Preceptors will evaluate all activities undertaken by students and the evidence gathered during the placement to identify how successful each student is at integrating their on-campus and previous placement learning into this current clinical placement environment. The Clinical Teachers, with some input from the PEL (Professional Experience Lecturer), will evaluate all of the listed assessment requirements. The final result for the placement will be awarded by the unit assessor.

The learning outcomes and assessment items in PEP 3 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 a RN.

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

IMPORTANT SCU CONTACTS

Chronic Illness and Nursing Care Unit Assessor: Dima Nasrawi dima.nasrawi@scu.edu.au

Professional Experience Lecturers

Coffs-Clarence Network

Taya Straw & Michelle Pinci
0429 170 789
chlp@scu.edu.au

Richmond Network

Willa Maguire
0458 264 483
willa.maguire@scu.edu.au

Gold Coast -Brisbane Network

Vanessa Robinson & Felicity Walker
0439 244 906 0458761427
vanessa.robinson@scu.edu.au
felicity.walker@scu.edu.au

Lead PEL

Michael Grande
0447 624 472
michael.grande@scu.edu.au

Professional Experience Lecturers

- Provide leadership, supervision and support to Clinical Teachers and undergraduate nursing students whilst on a clinical placement and on campus at university
- Engage directly with the PEP Assessor and Course Coordinators on clinical matters
- Are geographically positioned across the large SCU footprint

Discipline Lead – Bachelor of Nursing

Associate Professor Debbie Massey

Course Coordinator – Bachelor of Nursing

Andrew Woods | andrew.woods@scu.edu.au

Professional Experience Unit

Professional Experience Coordinators

healthplacements@scu.edu.au

07 5589 3439

SCU Student Counsellors

In hours:

Gold Coast 07 5589 3001

Lismore 02 6626 9131

Coffs Harbour 02 6659 3263

Out of hours:

1300 782 676

Web:

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

Out of hours text-based Crisis Support Service:

0477 751 363.

To access out-of-hours crisis support students should text a message to that number, their text will be directed to a trained crisis supporter who will respond immediately by text.

PEP 3 LEARNING OUTCOMES

On completion of this Clinical placement the student should be able to 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 program. Specifically, students should be able to:

Demonstrate the ability to critically think, clinically reason and reflect on/in practice, within a Chronic Illness context, to:

- Provide safe, appropriate, quality care
- Co-ordinate care (within teams and as individuals)
- Conduct comprehensive assessments
- Plan and prioritise care responsive to patients' needs
- Monitor, revise and evaluate care
- Demonstrate evidence based and culturally appropriate care
- Communicate with individuals, family, significant others, colleagues and teams
- Conduct and present clinical handover
- Use a time management tool

Demonstrate examples of:

- The art of nursing
- Exposition of professional growth and identity as a nurse through personal changes
- Future approach to engaging with the profession and continued professional development
- Teaching and guiding others

UNIT LEARNING OUTCOMES

Students will be able to:

1. Identify the influence of social determinants and cultural factors on health and chronic illness
2. Apply the principles of evidence-based nursing to devise strategies and interventions to promote independence, wellbeing and quality of life for individuals with chronic illness
3. Demonstrate integration of knowledge, safe patient management, and nursing skills relevant to chronic illness
4. Conduct a comprehensive or focused health assessment depending on the situation for individuals with chronic illness or disability

CLINICAL ATTENDANCE AND PROFESSIONAL BEHAVIOUR

Attendance at clinical placement is mandatory and students are to account for all hours of attendance at an allocated clinical placement. The total number of hours completed by the student during the professional experience placement is recorded by the clinical teacher in SONIA.

The following guidelines ensure students achieve the mandatory clinical hours.

- If the student is to be absent on day one of the placement, the student must contact the PEU (Professional Experience Unit) who will notify the clinical teacher on the student's behalf. They can be reached on healthplacements@scu.edu.au
- Thereafter, where a student is absent during a professional experience, they must contact both the placement agency (i.e. preceptor, nurse in charge, educator) and the clinical teacher as soon as possible prior to 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 co-ordinating clinical placements is a challenging task involving a number of agencies, therefore there may be delays in allocating students to further placement capacity. This may need to be deferred to a subsequent PEP period, potentially in the following year.
- If for any reason you are unable to undertake placement during the allocated time period you need to complete an Attendance Variation Application. This may however mean a delay of up to a year in the completion of your course.

ASSESSMENT OF PERFORMANCE ON PLACEMENT

During the professional placement, students will be required to demonstrate minimum levels of achievement in practice and specific skills that relate to on-campus classroom and nursing laboratory learning. The ANSAT will be used to assess student's ability to demonstrate competence at specified levels of practice towards the attainment of 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 both registered nurses, and student registered nurses, and allow the student to be assessed on practice within the chronic health care setting, on their ability to safely and effectively practice at a second-year level.

PEP 3: Chronic Illness and Nursing Care - ASSESSMENT TASKS

Students must successfully complete each of these listed items in order to receive a Satisfies Requirements (SR) for PEP 3. These assessments will be completed in SONIA by the Clinical Teacher.

1. **Completion of all Professional Experience Placement Hours** (160 hours) including student submitted timesheets verified by Clinical Facilitators. (See guides on BB)
2. **Professional Code of Conduct Form** -completed (SR/NSR/INC)
3. **ANSAT** -Completed Formative and Summative assessments; this is 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 need to set a number of personal and professional goals for this clinical placement. During the first day of placement they are to establish a time to meet with their clinical teacher to discuss these goals and the opportunities to achieve them. These goals must be aligned to the NMBA standards of practice for Registered Nurses and must be completed prior to 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. **Undertake a Number of Specific Applied Nursing Skills** - Students have the opportunity to perform a variety of nursing skills in their various placement locations. These will be observed by the Clinical Teacher and this information may be incorporated into the ANSAT form, in the form of formative or summative feedback, where relevant. Each student will have individual learning opportunities based on the type of health care agency to which 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 type of nursing skill that must be performed.** The Clinical Teacher (or RN nominated) will supervise, assist and give feedback to students when they are performing applied nursing skills.

This is not a task that can lead to an overall fail. However, your inability to undertake such skills in a safe and appropriate manner may be reflected in your clinical assessment tool.

6. **Complete Appropriate Clinical Reflections At least Three Times per Week** – Students will be expected to complete clinical reflections at least three times per week using SPROUT (see page 8 for detailed explanation and also relevant BB site). The times/days these reflections are to be submitted will be determined by the clinical teacher. It is at the discretion of the clinical teacher to determine the final number of reflections, but three per week is the minimum requirement. If this task is not completed you may receive an INC for the placement.
7. **Successful completion of CORE Skills** is a requirement.

ADDITIONAL CLINICAL REQUIREMENTS

Student/Clinical Teacher Interview – Day 1

Every student is assigned a Clinical Teacher to monitor their performance during placement and to 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 where you reevaluate what you hope to gain from the placement. At this interview, and on day one, you will need to present your **completed** personal and professional goals, as well as your compilation of workbooks from any previous placement in the Bachelor of Nursing degree.

Clinical Reflections

On this placement it will be necessary for you to complete clinical reflections at least three times per week. As per the NMBA RN Standards for Practice (2016), all nurses are expected to be reflective practitioners and undertake self-evaluation.

During PEP 3 you will complete your reflections based on the SPROUT system.

SPROUT:

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

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

R – Research. This could include policies, peer reviewed literature, 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 will specify. Your clinical teacher may determine that you need to complete daily reflections and if this is the case you will need to do this in order 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 all of your reflections have been collected and reviewed by your clinical teacher, you will be given an SR for the PEP 3 placement. If you have not submitted all the required reflections, your clinical teacher will hold your overall PEP 3 grade as incomplete, pending the submission of the outstanding reflections to the Unit Assessor.

PERSONAL AND CLINICAL GOAL SETTING FOR PEP 3

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.				

RECORD OF CLINICAL SKILLS/NURSE LED ACTIVITIES UNDERTAKEN

Student Name: _____

Student ID: _____

Name of Nursing Skill or Nurse Led Activity	Date	Preceptor/Clinical Teacher's Comments & Initials/Signature

2019 Scope of Practice Guidelines – Bachelor of Nursing

1ST YEAR	2ND YEAR	3RD YEAR
<p>Session 1</p> <p>Theoretical Units: The Discipline of Nursing Essentials of Nursing and Care Human Physiology I Systemic Anatomy</p> <p>Professional Experience Placements: PEP 1 – Professional Understanding – Observational (2 days)</p> <p>Skills:</p> <ul style="list-style-type: none"> Infection Control Standard precautions including hand hygiene, PPE and signage Documentation: <ul style="list-style-type: none"> Progress notations Use of abbreviations Health interview Communication skills: <ul style="list-style-type: none"> Verbal Written In difficult situations Manual handling OH&S Mobility including: <ul style="list-style-type: none"> Maintaining skin integrity Activity and exercise Falls risk assessment Ambulation of patients Sleep and rest Pressure area care Providing personal hygiene Foundational elimination needs: <ul style="list-style-type: none"> Bowel care Elimination Specimen collection Introduction to urinary catheter Fluid balance <p>Other:</p> <ul style="list-style-type: none"> 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 Interprofessional understanding Reflection on practice Cultural care and communication Consent and age of consent Introduction to emotional intelligence 	<p>Session 2</p> <p>Theoretical Units: Narratives of Health and Illness Health Assessment Nursing and Lifespan Health Human Physiology II</p> <p>Professional Experience Placements: PEP 2 – Skills Development (3 weeks)</p> <p>Skills:</p> <ul style="list-style-type: none"> Meeting nutritional needs orally Assessment of feeding issues including swallowing and oral suctioning Measuring and recording vital signs and BGLs Aseptic technique to assess simple wounds including: <ul style="list-style-type: none"> Dressing and donning of gloves Continuation of elimination needs: <ul style="list-style-type: none"> Urinary physical assessment including ward urinalysis and assessment of urinary and suprapubic catheters Assessment including: <ul style="list-style-type: none"> Head to toe assessment Basic neuro (using GCS) Basic pain assessment Numeracy – calculating medication dosages oral and parenteral Medication administration: <ul style="list-style-type: none"> Oral, topical, intra ocular, aural, inhalations Parenteral – IM, subcut, intradermal Asepsis for medication admin Assessment of peripheral IV cannulas Schedule of 2-4D (under direct RN supervision) Schedule 8 (as 3rd person checker only, NOT to administer S8 IVs) Other: <ul style="list-style-type: none"> Introduction to pharmacology The patient's story Death and dying Understanding of cultural health adaptations Understanding health care and health promotions for children, young people and families Growth and development Mental health narratives Introduction to mental health assessment <p>Session 1</p> <p>Theoretical Units: Clinical Assessment and Diagnostic Reasoning Introduction to Pharmacology Chronic Illness and Nursing Care Human Responses to Health Breakdown</p> <p>Professional Experience Placements: PEP 3 – Chronic Illness (3 weeks)</p> <p>Skills:</p> <ul style="list-style-type: none"> Continuation of Yr 1 skills in chronic setting Management of intravenous therapy using IV peripheral lines: <ul style="list-style-type: none"> IV medication IV fluid and medication calculations Fluid management Using IV peripheral lines Asepsis related to IV medication administration Grief, mourning and loss Assessment and management of chronic pain CPR refresher Respiratory assessment, care and documentation: <ul style="list-style-type: none"> Respiratory exercises Investigations and diagnostics Oxygen therapy Stomal therapy Urinary care: <ul style="list-style-type: none"> Catheterisation (insertion/removal) Bladder irrigation Nephrostomy tubes, ureteric stents, ileal conduits Care of clients with renal failure, understanding the principles of dialysis Asepsis related to urinary care Numeracy – calculating medication dosages oral and parenteral Medication administration: <ul style="list-style-type: none"> Oral, topical, intra ocular, aural, inhalations Parenteral – IM, subcut, intradermal Asepsis for medication admin Assessment of peripheral IV cannulas Schedule of 2-4D (under direct RN supervision) Schedule 8 (as 3rd person checker only, NOT to administer S8 IVs) Other: <ul style="list-style-type: none"> Introduction to palliative assessment Models of disability care Documentation in charts and progress notes Introduction to pathophysiology and microbiology Medication administration and documentation S8 Medication administration (as a third person checker – administration as per hospital policy) Clinical reasoning cycle Mental health/illness/disorder as a co-morbidity <p>Session 2</p> <p>Theoretical Units: Introduction to Evidence for Health Sciences Practitioners Mental Health Nursing Primary Health Care and Nursing Practices</p> <p>Professional Experience Placements: PEP 4 – Primary Care Nursing (3 weeks)</p> <p>Skills:</p> <ul style="list-style-type: none"> Community assessment inventory Health promotion Management of subcut infusions – insertion and removal GIT assessment, care and documentation: <ul style="list-style-type: none"> Insertion & removal of NG tubes Enteral feeding Awareness of TPN Assessment and management of acute and chronic wounds Assessment of the client in the home Complex wound management Maternal and infant nursing: <ul style="list-style-type: none"> Postnatal assessment, care & breast feeding Assessment and care of the newborn Reproductive assessment including breast, testicular and genital Screening programs: <ul style="list-style-type: none"> Domestic violence Elder abuse Postnatal depression Child health & immunisations Work, health and safety Assessment and care of acute confusional states in the elderly Mental state assessment Mental health assessment, risk assessment & decision making Development of therapeutic relationship Other: <ul style="list-style-type: none"> 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 ATSI Home visitations & patient education Harm reduction, child protection and mandatory reporting (abuse and neglect) <p>Session 1</p> <p>Theoretical Units: The Emerging Practitioner Utilising Research to Promote Quality in Health Care Acute Care Nursing</p> <p>Professional Experience Placements: PEP 6 – Acute Care Nursing (4 weeks)</p> <p>Skills:</p> <ul style="list-style-type: none"> IV medication and fluid management using IV central access devices Advanced haemodynamic monitoring Advanced respiratory assessment Managing ICCs and UWSDs Cardiac assessment, care and documentation Recording and interpreting ECGs Neurological 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: <ul style="list-style-type: none"> Sliding scale insulin ENT assessment, care, intervention and documentation Urinary assessment, care, intervention and documentation GIT assessment, care, intervention and documentation Assessment and management of drug-induced psychosis <p>Others:</p> <ul style="list-style-type: none"> Research and critique/incorporating research into everyday nursing care Quality, safety and human behaviours Root cause analysis Preparation for, care of and documentation relevant to a client: <ul style="list-style-type: none"> Pre-op Intra-op Surgical scrub Post op: <ul style="list-style-type: none"> Assessment for post-op complications Pain management (inc. PCA) TED stockings Orthopaedic care including neurovascular assessment, traction, pin care and plaster care Preparation for graduate practice <p>Session 2</p> <p>Theoretical Units: Complex Challenges in Nursing Care Care Management and Leadership</p> <p>Professional Experience Placement: PEP 7 – Aged Care/Leadership (2 weeks)</p> <p>Skills:</p> <ul style="list-style-type: none"> Advanced airway management, managing ETT, tracheostomy tubes and principles of positive pressure ventilation Triage Trauma assessment, care, intervention and documentation Assessment of blood transfusions Venepuncture (under appropriate supervision) Burns management Acute paediatric assessment, care, intervention and documentation Paediatric medication administration Resus 4 Kids Oncology care, management of pumps, drivers and port-a-cath care Assessment and management of intoxication and withdrawal states Psychiatric emergencies and triage in the ED/Crisis intervention Assessment and management of personality disorders Self-harm and overdose: <ul style="list-style-type: none"> Assessment of acute depressive states Suicide risk assessment <p>Others:</p> <ul style="list-style-type: none"> Health promotion in context Understanding of emergency procedures Pandemic and disaster management Education in health Complex patient care Application and understanding of nursing specialty 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 specialty nursing practice 	<p>Session 1</p> <p>Theoretical Units: Introduction to Evidence for Health Sciences Practitioners</p> <p>Professional Experience Placements: PEP 8 – Nominated Preference (4 weeks)</p> <p>Skills:</p> <ul style="list-style-type: none"> IV medication and fluid management using IV central access devices Advanced haemodynamic monitoring Advanced respiratory assessment Managing ICCs and UWSDs Cardiac assessment, care and documentation Recording and interpreting ECGs Neurological 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: <ul style="list-style-type: none"> Sliding scale insulin ENT assessment, care, intervention and documentation Urinary assessment, care, intervention and documentation GIT assessment, care, intervention and documentation Assessment and management of drug-induced psychosis <p>Others:</p> <ul style="list-style-type: none"> Research and critique/incorporating research into everyday nursing care Quality, safety and human behaviours Root cause analysis Preparation for, care of and documentation relevant to a client: <ul style="list-style-type: none"> Pre-op Intra-op Surgical scrub Post op: <ul style="list-style-type: none"> Assessment for post-op complications Pain management (inc. PCA) TED stockings Orthopaedic care including neurovascular assessment, traction, pin care and plaster care Preparation for graduate practice <p>Session 2</p> <p>Theoretical Units: Complex Challenges in Nursing Care Care Management and Leadership</p> <p>Professional Experience Placement: PEP 8 – Nominated Preference (4 weeks)</p> <p>Skills:</p> <ul style="list-style-type: none"> Advanced airway management, managing ETT, tracheostomy tubes and principles of positive pressure ventilation Triage Trauma assessment, care, intervention and documentation Assessment of blood transfusions Venepuncture (under appropriate supervision) Burns management Acute paediatric assessment, care, intervention and documentation Paediatric medication administration Resus 4 Kids Oncology care, management of pumps, drivers and port-a-cath care Assessment and management of intoxication and withdrawal states Psychiatric emergencies and triage in the ED/Crisis intervention Assessment and management of personality disorders Self-harm and overdose: <ul style="list-style-type: none"> Assessment of acute depressive states Suicide risk assessment <p>Others:</p> <ul style="list-style-type: none"> Health promotion in context Understanding of emergency procedures Pandemic and disaster management Education in health Complex patient care Application and understanding of nursing specialty 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 specialty nursing practice

This scope of practice document is intended as a guideline ONLY. Students are required to be under the direct supervision of a RN at all times when on clinical placement. This RN is responsible for the patient and the activity in which the student engages. As such the RN should determine the student's understanding of the theory behind any activity that they undertake before allowing a student to deliver care. Queries or problems should be directed to the Clinical Teacher assigned to the student in the facility.
 NB: It is expected that students will continue to incorporate the theory & acquired skills from previous units and sessions in their current clinical practicum.