

SCU Professional Experience Placements

Preparation and placement information

Kaylene Barchetta: First year phase lead

Dima Nasrawi: Course coordinator EN
to RN pathway

Feb 2023

New Nursing Curriculum 2023

- Based on a transformative, place-based approach.
- Full ANMAC accreditation.
- Units are completed in 6 weeks.
- PEP 840 hours minimum.
- 2 weeks – 7 weeks
- Primary care , acute care, aged care, rural and mental health

PRECEPTORSHIP

What is the role of the Preceptor?

- Supervisor
- Assessor
- Advocate
- Coach
- Teacher
- Liaison
- Support
- Communicator
- Negotiator
- Collaborator



What to do!

Planning

Prior to placement:

Review the University Workbooks and health placement website for policies

For additional information on supporting students:

National Placement Evaluation Centre

<https://npec.org.au/>

ClinEd Aus: Core clinical Education Skills

<https://www.clinedaus.org.au/topics-category/core-clinical-education-skills-35>

Support for Supervisors

<https://supportingstudents.org.au/>

Learning and teaching, Culture and Language, Clinical reasoning cycle and Feedback

Provide all relevant information for the placement:

- Introductions
- Day one meeting place and time
- What they need to bring
- Logistics – parking, bag storage etc.
- Shift times
- Rosters if possible
- Any recommended reading: such as policies or relevant information

What to do continued!

During the placement:

- Set your expectations with the students
- First day discuss the students' goals
- Observe the students in practice
- Discuss the students practice with them
- Look for learning opportunities
- Liaise with the buddy nurses and leaders
- Ensure students are being provided adequate supervision
- Debriefs
- Check in check outs. Are they achieving their goals?
- Remember adult learning principles – What type of learner are they?
- If you are concerned about a student's performance, contact the University. The earlier the better.
- Complete the midway clinical assessments - timesheets
- Meet with the student to discuss their mid-way assessments
- Review reflections and tick off on the ANSAT tool

What to do continued again!

At the End of placement and After:

- Complete the final assessments
- Meet with the students and discuss their assessment with them
- Any student that is underperforming should have been identified early and if a student is to fail the university should be part of the discussion.
- Review the timesheet with the student to ensure completeness and accuracy
- Complete the final submissions of ANSATs
- If a student has been on a GLP sign and collect student signature. Upload the document to the ANSAT. Complete appropriate sections on the ANSAT.
- Please be aware students may ask you to be a reference

UNIVERSITY UPDATES: SOUTHERN CROSS UNIVERSITY

Gold Coast/ Brisbane region–

Sue Dean

0439 244 906

Sue.dean@scu.edu.au

Work integrated learning academic coordinator

Recruitment in process and communication will be circulated by SCU soon.

The WILAC will be providing a list of the unit assessors who will be following up on students for each placement allocation.

Key Contacts

Professional Experience Unit – healthplacements@scu.edu.au

Student Services and Counselling

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

WHS Incident Reporting

<https://www.scu.edu.au/staff/hr-services/workplace-health-and-safety/reporting-an-incident-or-hazard/>

In the case of critical incident (24 hours support):

Student Safety Support & Wellbeing Coordinator -Ms Briony Leonard

Telephone: 02 66269643

Email: briony.leonard@scu.edu.au

Student Uniform

- Navy pants/skirt/culottes (No denim)
- Southern Cross University shirt or blouse
- Navy or black completely enclosed shoes (not joggers)
- Student ID Card – (Holder collected from PEU)
- Hair short or tied back
- No jewellery – only single plain wedding band.
- Please no fake eyelashes or fake nails (potential foreign body)

What do students have to do on Placement?

1. Complete all hours
2. Satisfactory on the Professional Code of Conduct
3. Satisfactory for both Formative and Summative on the ANSAT plus overall SR
4. Completion of Clinical Teacher/Student Interview
5. Complete at least 1 reflection per week using SPROUT (due by the end of each week).
6. Successful completion of CORE Skills

Things students may ask

Where is my workbook located?

- On Blackboard – In the unit information

Where is my assessment located?

- On SONIA – Forms

Where do I submit my reflections?

- Via black board e-portfolio – then share with you. Students must invite you. Please do not accept emailed reflections.

What happens if I miss hours?

- Students are expected to complete all hours. If they miss hours they may be required to make those hours up at a later date.
- All absences must have an approved AVA – SONIA

Can I change my shift or start or finish times?

- You can look at what is possible at your site. If no, then the student will be expected to attend unless they have an approved reason as per AVA criteria and will need to submit form.

2023 Scope of Practice Guidelines–Bachelor of Nursing



1ST YEAR

Session 1

Theoretical Units:

The Discipline of Nursing
Essentials of Nursing and Care
Human Physiology I
Systemic Anatomy

Foundational Skills and Knowledge:

Skills:

- Infection Control
- Standard precautions including hand hygiene, PPE and signage
- Documentation
- Progress notations
- Use of abbreviations
- Health interview
- Communication skills:
 - Verbal
 - Written
- In difficult situations
- Manual handling
- OH&S
- Mobility including:
 - Maintaining skin integrity
 - Activity and exercise
 - Falls risk assessment
 - Ambulation of patients
 - Sleep and rest
 - Pressure area care
 - Providing personal hygiene
 - Foundational elimination needs:
 - Bowel care
 - Elimination
 - Specimen collection
 - Introduction to urinary catheter
 - Fluid balance

Other:

- 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 safety
- Consent and age of consent
- Introduction to emotional intelligence

Session 2

Theoretical Units:

Narratives of Health and Illness
Health Assessment
Nursing and Lifespan Health
Human Physiology II

Professional Experience

PEP 2 – Skills Development (3 weeks)

Skills:

- 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:
 - Dressing and donning of gloves
 - Continuation of elimination needs:
 - Urinary physical assessment including ward urinalysis and assessment of urinary and suprapubic catheters
- Assessment including:
 - Head to toe assessment
 - Basic neuro (using GCS)
 - Basic pain assessment
- Numeracy – calculating medication dosages oral and parenteral
- Medication administration:
 - 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)
 - Student NOT to prepare or administer Schedule 8 medications

Other:

- 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



2ND YEAR

Session 1

Theoretical Units:

Clinical Assessment and Diagnostic Reasoning
Introduction to Pharmacology
Chronic Illness and Nursing Care
Human Responses to Health Breakdown

Professional Experience

PEP 3 – Chronic Illness (4 weeks)

Skills:

- Continuation of Yr 1 skills in chronic setting
- Management of intravenous therapy using IV peripheral lines:
 - 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:
 - Respiratory exercises
 - Investigations and diagnostics
- Oxygen therapy
- Stomal therapy
- Urinary care:
 - 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
- Fluid and electrolyte assessment, care and documentation
- Diabetic management:
 - Sliding scale insulin
 - BGLs
- Mental health risk assessment and case formulation

Other:

- 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

Session 2

Theoretical Units:

Introduction to Evidence for Health Sciences Practitioners
Mental Health Nursing
Primary Health Care and Nursing Practices
Health Maintenance and Restorative Nursing Care

Professional Experience

PEP 4 – Primary Care Nursing (3 weeks)
PEP 5 – Mental Health (2 weeks)

Skills:

- Community assessment inventory
- Health promotion
- Management of subcut infusions – insertion and removal
- GIT assessment, care and documentation:
 - 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:
 - Postnatal assessment, care & breast feeding
 - Assessment and care of the newborn
 - Complex wound management
- Reproductive assessment including breast, testicular and genital
- Screening programs:
 - 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:

- 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 & patient education
- Harm reduction, child protection and mandatory reporting (abuse and neglect)

3RD YEAR

Session 1

Theoretical Units:

The Emerging Practitioner
Utilising Research to Promote Quality in Health Care
Acute Care Nursing
Nursing Management of Acute Health Breakdown

Professional Experience

PEP 6 – Acute Care Nursing (4 weeks)

Skills:

- IV medication and fluid management using IV central access devices
- Advanced haemodynamic monitoring
- Advanced Respiratory Assessment, Clinical Management, Intervention and Documentation
- Managing ICCs and UWSDs
- Cardiac monitoring, 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:
 - Supplemental insulin (sliding scale insulin)
- ENT assessment, care, intervention and documentation
- Urinary assessment, care, intervention and documentation
- GIT assessment, care, intervention and documentation
- Advanced/complex wound management
- Haematology assessment and transfusion of blood products
- Parenteral (TPN) fluid administration
- Delirium states and dementias, and depression – differentiation
- Assessment and management of drug-induced psychosis

Others:

- 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:
 - Pre-op
 - Intra-op
 - Surgical scrub
- Post op:
 - 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

Session 2

Theoretical Units:

Complex Challenges in Nursing Care
Care Management and Leadership
Transformative Nursing Practices

Professional Experience

PEP 7 – Aged Care/Leadership (2 weeks)
PEP 8 – Nominated Preference (4 weeks)

Skills:

- Advanced airway management, managing ETT, tracheostomy tubes and principles of positive pressure ventilation
- Triage
- Trauma assessment, care, intervention and documentation
- Assessment of blood transfusions
- Venopuncture (under appropriate supervision)
- Burns management
- Acute paediatric assessment, care, intervention and documentation
- Paediatric medication administration
- Pains 4 Kids
- Oncology care, management of pumps, drivers and porta-cath care
- Assessment and management intoxication and withdrawal states
- Psychiatric emergencies and triage in the ED/Crisis intervention
- Assessment and management of personality disorders
- Self-harm and overdose:
 - Assessment of acute depressive states
 - Suicide risk assessment

Others:

- 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. Any facility based clinical guideline may supersede the scope of practice document provided the student is under direct supervision by an accredited RN for specific procedures. 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.

SUPPORTING THE STUDENTS LEARNING

- Feedback
 - Timely, constructive, setting, be prepared, a few clear points, think about terminology, objective comments, be aware of the way you deliver the information, specific, balanced, open, monitor for understanding.
- Role modelling
- Communication - verbal and non-verbal
- Prepare the student for the different scenarios they will be involved in.
- Facilitate self directed learning – encourage self reflection and assessment
- Encourage deep learning through task engagement - critical thinking/ linking to known concepts and principles
- Adapt to student learning level/ style/ needs

Feedback – Carolyn Salter UTAS

<https://supportingstudents.org.au/giving-feedback/workshop-delivering-constructive-feedback.html>

ClinEdAus Feedback

<https://www.clinedaus.org.au/topics-category/providing-feedback-to-students-on-placement-52>

Strategies to support students

Strategies to Support develop clinical decision making skills:

- Actively encourage reflective practice
- Use coaching questions to enable the student to reach their own conclusion
- Consider structured decision-making support tools
- Learner centred feedback and
- Clinical educators articulating their decision-making and clinical reasoning

Hints

- Remember the fundamentals: hygiene, infection control, patient communication, consent and introductions.
- Integrate theory and practice.
- Provide opportunities to practice skills.
- Use collaborative problem solving.

ClinEd Aus

<https://www.clinedaus.org.au/topics-category/facilitating-clinical-decision-making-and-102>

<https://www.clinedaus.org.au/topics-category/facilitating-learning-on-student-placements-47#Adultlearningprinciples>

STUDENTS GOAL SETTING AND EXPECTATIONS OF THE UNIVERSITY

- At least 2 personal goals for the duration of the placement
- At least 2 professional goals for the duration of the placement
- Must use SMART method:
 - Specific Goal
 - Measurable
 - Attainable
 - Realistic/Reasonable
 - Time Bound

SMART Goals

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?

What makes a good goal?

- Have they followed the SMART goal format and answered each section?
- Have they linked them to the NMBA standards and or the learning outcomes of the unit?
- Have they thought about the healthcare environment you are entering?
- Have they done further reading to build on you goals and how to achieve them?
- Are they appropriate to their year/ experience level?
- Are their goals clear and well structured?
- Have they reflected on previous goal setting experience to improve the process?

ASSESSMENT TOOL (ANSAT)

- Clinical Placement Assessment Tool
- Formative and Summative Sections
 - Formative: Midway through placement
 - Summative: Conclusion of placement
- Based on the Nursing Standards
- Graded 1-5 per standard
 - Must achieve a 3 in each standard

Clinical Assessment Tool - Timesheet



STUDENT DETAILS

Student Name:	<input type="text"/>		Student Code:	<input type="text"/>	
Site Name:	<input type="text"/>		Placement Dates:	<input type="text"/>	

STUDENT ATTENDANCE

Please submit 1 Timesheet per allocated day of placement - including any days not attended. The process is:

- › **submit** Timesheet/s by clicking + **Add new timesheet** and complete the details;
- › click the **Confirm Timesheet Submission Button** below the Timesheet field;
- › icons will appear in the timesheet field > **Action column**. **Approve** timesheets by clicking the green tick/s.
- › click the **Confirm Timesheet Submission Button** to save approvals.

Drag and drop the Timesheet Status column to group by it.

Date ▼	Time In ▼	Break (min)	Time Out	Duration	Unit	Activity	Sub activity	Competency	Attendance Status	Comment
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No data







Code of Conduct



CODE OF CONDUCT

The *Code of Conduct for Nurses* (the code) sets out the legal requirements, professional behaviour and conduct expectations for nurses in all practice settings, in Australia and identifies the minimum standards of professional conduct in practice. Students must demonstrate achievement of each of these standards to satisfy the requirements of each professional experience placement. [Further details](#). The Code of Conduct for Nurses includes the below domains, principles and values:

DOMAIN DESCRIPTION	PRINCIPLE DESCRIPTION
Practise legally	1. Legal compliance - Nurses respect and adhere to their professional obligations under the National Law, and abide by relevant laws.
Practise safely, effectively and collaboratively	2. Person-centred practice - Nurses provide safe, person-centred and evidence-based practice for the health and wellbeing of people and, in partnership with the person, promote shared decision-making and care delivery between the person, nominated partners, family, friends and health professionals. 3. Cultural practice and respectful relationships - Nurses engage with people as individuals in a culturally safe and respectful way, foster open and honest professional relationships, and adhere to their obligations about privacy and confidentiality.
Act with professional integrity	4. Professional behaviour - Nurses embody integrity, honesty, respect and compassion. 5. Teaching, supervising and assessing - Nurses commit to teaching, supervising and assessing students and other nurses, in order to develop the nursing workforce across all contexts of practice. 6. Research in health - Nurses recognise the vital role of research to inform quality healthcare and policy development, conduct research ethically and support the decision-making of people who participate in research.
Promote health and wellbeing	7. Health and wellbeing - Nurses promote health and wellbeing for people and their families, colleagues, the broader community and themselves and in a way that addresses health inequality.

CODE OF CONDUCT QUESTION	FORMATIVE CODE OF CONDUCT ASSESSMENT	SUMMATIVE CODE OF CONDUCT ASSESSMENT
Does the Student satisfy the <i>Code of Conduct for Nurses</i> requirements?	<input type="radio"/> Yes <input type="radio"/> No 	<input type="radio"/> Yes <input type="radio"/> No 
If No, identify the domain and provide details below. Refer Student to local SCU Lecturer Practitioner for further intervention and support.	<div></div>	<div></div>
Use the buttons to the right to save either Formative or Summative entries.	<div>Save Draft Submit Formative</div>	<div>Save Draft Submit Summative</div>

4. Comprehensively Conducts Assessments

- | | | |
|--|---|---|
| • Completes comprehensive and systematic assessments using appropriate and available sources | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |
| • Accurately analyses and interprets assessment data to inform practices | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |

5. Develops a Plan for Nursing Practice

- | | | |
|---|---|---|
| • Collaboratively constructs a plan informed by the patient/client assessment | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |
| • Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |

6. Provides Safe, Appropriate and Responsive Quality Nursing Practice

- | | | |
|--|---|---|
| • Delivers safe and effective care within scope of practice to meet outcomes | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |
| • Provides effective supervision and delegates care safely within their role and scope of practice | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |
| • Recognises and responds to practice that may be below expected organisational, legal or regulatory standards | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |

7. Evaluates Outcomes to Inform Nursing Practice

- | | | |
|--|---|---|
| • Monitors progress towards expected goals and health outcomes | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |
| • Modifies plan according to evaluation of goals and outcomes in consultation with health care team and others | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A |

GLOBAL RATING SCALE: In your opinion as an assessor of student performance, relative to their stage of practice, the overall performance of this student in the period was:

<input type="radio"/> Unsatisfactory <input type="radio"/> Limited <input type="radio"/> Satisfactory <input type="radio"/> Good <input type="radio"/> Excellent	<input type="radio"/> Unsatisfactory <input type="radio"/> Limited <input type="radio"/> Satisfactory <input type="radio"/> Good <input type="radio"/> Excellent
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Please confirm that the appropriate assessment was discussed with the student prior to submitting this Form section:

<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
--	--

Is additional paperwork required from Student?

<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
--	--

At this point does the student require referral to local SCU Lecturer Practitioner for further support or intervention?

<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
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Use the buttons to the right to save either Formative or Summative selections.

Save Draft Submit Formative

Save Draft Submit Summative

1. THINKS CRITICALLY AND ANALYSES NURSING PRACTICE

- Complies and practices according to relevant legislation and local policy
 - Follows policies and procedures of the facility/organisation (e.g. workplace health and safety / infection control policies)
 - Maintains patient/client confidentiality
 - Arrives fit to work
 - Arrives punctually and leaves at agreed time
 - Calls appropriate personnel to report intended absence
 - Wears an identification badge and identifies self
 - Observes uniform/dress code
 - Maintains appropriate professional boundaries with patients/clients and carers
- Uses an ethical framework to guide their decision making and practice
 - Understands and respects patients'/clients' rights
 - Allows sufficient time to discuss care provision with patient/clients
 - Refers patients/clients to a more senior staff member for consent when appropriate
 - Seeks assistance to resolve situations involving moral/ethical conflict
 - Applies ethical principles and reasoning in all health care activities
- Demonstrates respect for individual and cultural (including Aboriginal & Torres Strait Islander) preference and differences
 - Practices sensitively in the cultural context
 - Understands and respects individual and cultural diversity
 - Involves family/others appropriately to ensure cultural/spiritual needs are met
- Sources and critically evaluates relevant literature and research evidence to deliver quality practice
 - Locates relevant current evidence (e.g. clinical practice guidelines and systematic reviews, databases, texts)
 - Clarifies understanding and application of evidence with peers or other relevant staff
 - Applies evidence to clinical practice appropriately

- Participates in quality activities when possible (e.g. assists with clinical audit, journal club)
- Shares evidence with others
- Maintains the use of clear and accurate documentation
 - Uses suitable language and avoids jargon
 - Writes legibly and accurately (e.g. correct spelling, approved abbreviations)
 - Records information according to organisational guidelines and local policy

2. ENGAGES IN THERAPEUTIC AND PROFESSIONAL RELATIONSHIPS

- Communicates effectively to maintain personal and professional boundaries
 - Introduces self to patient/client and other health care team members,
 - Greets others appropriately
 - Listens carefully and is sensitive to patient/client and carer views
 - Provides clear instructions in all activities
 - Uses a range of communication strategies to optimise patient/client rapport and understanding (e.g. hearing impairment, non-English speaking, cognitive impairment, consideration of non-verbal communication)
 - Communication with patient/client is conducted in a manner and environment that demonstrates consideration of confidentiality, privacy and patient's/client's sensitivities
- Collaborates with health care team and others to share knowledge that promotes person-centred care
 - Demonstrates positive and productive working relationships with colleagues
 - Uses knowledge of other health care team roles to develop collegial networks
 - Demonstrates a collaborative approach to practice
 - Identifies appropriate educational resources (including other health professionals)
 - Prioritises safety problems

➤ Participates as an active member of the healthcare team to achieve optimum health outcomes

- Collaborates with the health care team and patient/client to achieve optimal outcomes
- Contributes appropriately in team meetings
- Maintains effective communication with clinical supervisors and peers
- Works collaboratively and respectfully with support staff

➤ Demonstrates respect for a person's rights and wishes and advocates on their behalf

- Advocates for the patient/client when dealing with other health care teams
- Identifies and explains practices which conflict with the rights/wishes of individuals/groups
- Uses available resources in a reasonable manner
- Ensures privacy and confidentiality in the provision of care

3. MAINTAINS THE CAPABILITY FOR PRACTICE

➤ Demonstrates commitment to lifelong learning of self and others

- Links course learning outcomes to own identified learning needs
- Seeks support from others in identifying learning needs
- Seeks and engages a diverse range of experiences to develop professional skills and knowledge
- Supports and encourages the learning of others

➤ Reflects on practice and responds to feedback for continuing professional development

- Reflects on activities completed to inform practice
- Plans professional development based on reflection of own practice
- Keeps written record of professional development activities
- Incorporates formal and informal feedback from colleagues into practice

➤ Demonstrates skills in health education to enable people to make decisions and take action about their health

- Assists patients/clients and carers to identify reliable and accurate health information

- Patient/client care is based on knowledge and clinical reasoning
- Refers concerns to relevant health professionals to facilitate health care decisions/delivery
- Provides information using a range of strategies that demonstrate consideration of patient/client needs
- Prepares environment for patient/client education including necessary equipment
- Demonstrates skill in patient/client education (e.g. modifies approach to suit patient/client age group, uses principles of adult learning)
- Educates the patient/client in self-evaluation

➤ Recognises and takes appropriate action when capability for own practice is impaired

- Identifies when own/other's health/well-being affect safe practice
- Advises appropriate staff of circumstances that may impair adequate work performance
- Demonstrates appropriate self-care and other support strategies (e.g. stress management)

➤ Demonstrates accountability for decisions and actions appropriate to their role

- Provides care that ensures patient/client safety
- Provides rationales for care delivery and/or omissions
- Sources information to perform within role in a safe and skilled manner
- Complies with recognised standards of practice

4. COMPREHENSIVELY CONDUCTS ASSESSMENTS

➤ Completes comprehensive and systematic assessments using appropriate and available sources

- Questions effectively to gain appropriate information
- Politely controls the assessment to obtain relevant information
- Responds appropriately to important patient/client cues
- Completes assessment in acceptable time
- Demonstrates sensitive and appropriate physical techniques during the assessment process
- Encourages patients/clients to provide complete information without embarrassment or hesitation

➤ Accurately analyses and interprets assessment data to inform practice

- Prioritises important assessment findings
- Demonstrates application of knowledge to selection of health care strategies (e.g. compares findings to normal)
- Seeks and interprets supplementary information, (e.g. accessing other information, medical records, test results as appropriate)
- Structures systematic, safe and goal oriented health care accommodating any limitations imposed by patient's/client's health status

5. DEVELOPS A PLAN FOR NURSING PRACTICE

➤ Collaboratively constructs a plan informed by the patient/client assessment

- Uses assessment data and best available evidence to construct a plan
- Completes relevant documentation to the required standard (e.g. patient/client record, care planner and assessment, statistical information)
- Considers organisation of planned care in relation to other procedures (e.g. pain medication, wound care, allied health therapies, other interventions)

➤ Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes

- Collaborates with the patient/client to prioritise and formulate short and long term goals
- Formulates goals that are specific, measurable, achievable and relevant, with specified timeframe
- Advises patient/client about the effects of health care

6. PROVIDES SAFE, APPROPRIATE AND RESPONSIVE QUALITY NURSING PRACTICE

➤ Delivers safe and effective care within their scope of practice to meet outcomes

- Performs health care interventions at appropriate and safe standard
- Complies with workplace guidelines on patient/client handling
- Monitors patient/client safety during assessment and care provision
- Uses resources effectively and efficiently

- Responds effectively to rapidly changing patient/client situations

➤ Provides effective supervision and delegates safely within their role and scope of practice

- Accepts and delegates care according to own or other's scope of practice
- Seeks clarification when directions/decisions are unclear
- Identifies areas of own or other's practice that require direct/indirect supervision
- Recognises unexpected outcomes and responds appropriately

➤ Recognise and responds to practice that may be below expected organisational, legal or regulatory standards

- Identifies and responds to incidents of unsafe or unprofessional practice
- Clarifies care delivery which may appear inappropriate

7. EVALUATES OUTCOMES TO INFORM NURSING PRACTICE

➤ Monitors progress towards expected goals and health outcomes

- Refers patient/client on to other professional/s
- Begins discharge planning in collaboration with the health care team at the time of the initial episode of care
- Monitors patient/client safety and outcomes during health care delivery
- Records and communicates patient/client outcomes where appropriate

➤ Modifies plan according to evaluation of goals and outcomes in consultation with relevant health care team and others

- Questions patient/client or caregiver to confirm level of understanding
- Updates care plans/documentation to reflect changes in care
- Uses appropriate resources to evaluate effectiveness of planned care/treatment

Core Skills

Core Skills

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. Any concerns in the performance of these skills should be acted upon early in the placement.

Have any concerns been identified in the performance of core skills in accordance with the student's level of education?

Examples:

- Infection control - standard precautions, hand hygiene, aseptic technique, sharps management
- Patient assessment - vital signs, recognition of deviation from normal
- Professional communication and interprofessional relationships - therapeutic, interprofessional, clinical handover/ISBAR, written and/or electronic documentation
- Patient Load and time management*:
 - Patient load guide**
 - 1st Year: 1-2 patients
 - 2nd Year: 2-4 patients
 - 3rd Year: 4 or more patients

☐ Yes ☐ No

If **Yes**, provide comment on the core skill in assessor formative feedback.

(Contact local SCU Lecturer Practitioner if student requires additional support)

* To successfully develop optimal time management skills, it is expected that students work towards fully undertaking the RN role, including taking responsibility for the total care management of a group of patients (patient load). The level of responsibility increases with student experience across the program. Time management includes planning care, attending to clinical care, prioritising work appropriately, completion of documentation and the use of a time management tool. Other skills associated with the role of RN include effective communication skills and clinical handover

**The patient load of the student should be appropriate to the healthcare setting and level of patient acuity.

Feedback



CLINICAL TEACHER FEEDBACK

Note: Feedback should include professional and personal attributes. Click on this link for further information and guidelines on student comments

FORMATIVE FEEDBACK QUESTIONS	FORMATIVE COMMENT	SUMMATIVE FEEDBACK QUESTION	SUMMATIVE COMMENT
1. What is the student doing well and how can this be sustained?	<div><div></div></div>	1. What has the student done well throughout this placement?	<div><div></div></div>
2. What can be improved and how will this be achieved?	<div><div></div></div>	2. What strategies can the student use to advance their learning in future placements?	<div><div></div></div>
3. Plans for learning and timeframes for achievement	<div><div></div></div>	3. Any further comments?	<div><div></div></div>

Use the button to the right to save the Formative Feedback entries.

Save Draft

Submit Formative

Use the button to the right to save Summative Feedback entries.

Save Draft

Submit Summative

Summative Assessment



GLOBAL RATING SCALE – In your opinion as an assessor of student performance, *relative to their stage of practice*, the overall performance of this student in the **summative** period was:

☐ Unsatisfactory ☐ Limited ☐ Satisfactory ☐ Good ☐ Excellent

SUMMATIVE ASSESSMENT DISCUSSED WITH STUDENT?

Please discuss this assessment with the student prior to submitting this form. Click on 'Save Draft' below if you would like to do this at a later point.

If you haven't discussed the assessment with the student, please detail the reasons in Assessor Feedback.

☐ Yes ☐ No

ADDITIONAL PAPERWORK REQUIRED FROM STUDENT?

☐ Yes ☐ No

Reflections- Overall result:

☐ SR ☐ NSR ☐ INCOMPLETE

Guided Learning Plan - Overall result:





☐ N/A ☐ SR ☐ NSR ☐ INCOMPLETE

Additional documents:

Please upload completed guided learning plans and any additional placement documents (e.g. incident reports) here

Other items

OTHER ITEMS

ITEM DESCRIPTION	ITEMS / ASSESSMENT
Upload Guided Learning Plan:	Documents 
Clinical Teacher assessment of Guided Learning Plan Overall Result:	<input type="radio"/> N/A <input type="radio"/> SR <input type="radio"/> NSR <input type="radio"/> INCOMPLETE  *
Any other items that should be uploaded (e.g. incident documentation):	Documents 
Have Student Reflections been submitted to Clinical Teacher?	<input type="radio"/> Yes <input type="radio"/> No  *
Use the button to the right to save Other Items.	<input type="button" value="Save Draft"/> <input type="button" value="Submit"/>

FULLY COMPLETE FORM

When you have fully completed all sections of this Form, please click the below **Fully Complete Button**. The Form will be sent to the School for Unit Assessor review.

Student: List

Home **Students** Placements Forms My Details History Documents Calendar Walker, Felicity

Students Timesheets

Clinical Teacher Students

Hide placements before 7/10/2020 Show Students

Placement Details View Send Email

Save Search Delete Search Save Layout Clear Layout Refresh

	First Name	Last Name	Placement Group	Site	Date	Shift	Area	Subject	Session	Year	Clinical Teachers	Mentors	Positions
<input type="checkbox"/>	Marge	Simpson	Test PEP PG	Test Facility	4/01/2021 - 29/01/2021		Miscellaneous	The Australian Health Care System	Session 1	2018	<input type="checkbox"/> Declan Hart <input type="checkbox"/> Vanessa Robinson		View

Page size: 25 1 items in 1 pages

Hint: Check the date in the Hide placements before box if you can't see your students.

SONIA: Forms

Sonia Online

[Home](#)
[Students](#)
[Placements](#)
[Forms](#)
[My Details](#)
[History](#)
[Documents](#)
[Calendar](#)

Walker, Felicity

Mine

Hide completed forms ☐

No data

Students

Clinical Teacher Students

☐ Hide Completed Placement Groups
 ☐ Hide Completed (Mine)

Save Search Delete Search

Refresh

Print

Export

Help

Form Name	Category	Placement Group	Site	First Name	Last Name	Date Updated	Due Date	Completed (Mine)	Completed (All)	
Draft Nursing CATool V4.1 with synopsis sheet		Test PEP PG	Test Facility (PEU INTERNAL USE ONLY)	Marge	Simpson	13/01/2021		2 of 2	5 of 5	
SCU COVID student screening tool V0.1		Test PEP PG	Test Facility (PEU INTERNAL USE ONLY)	Marge	Simpson	9/09/2020		0 of 0	1 of 1	

1

Page size: 25

2 items in 1 pages

CHALLENGING STUDENTS

Unsatisfactory Performance

- Discuss concerns with student and develop strategies for improvement
- No improvement or has not taken on feedback contact the unit assessor for further input
- Guided Learning Plan – support plan for student, Unit assessor and University to provide clear framework of expectations (with preceptor input)

Difficult conversations

- Develop a plan – clear on intention or purpose, choose attitude
- Emotional intelligence – role of emotions in communication
 - Self awareness, social awareness, self management and social skills/relationship management – decision making and adaption
- Think about the environment and timing of conversation
- Find out the facts or alternate explanations
- Link to standards, code of conduct, policies
- Document the discussion and outcome so all parties clear

Quality of Care issues

- Sensitivity and professionalism

REFLECTION

- One reflection per week required using the SPrOUT framework.
- Clinical Teacher/ Preceptor reviews each week and provides feedback.
- Opportunity to open a dialogue with the student on their experience and see their level of thinking.
- May be from a clinical experience, a task, or a personal experience.
- Must relate to the student's current clinical placement.
- Reflections are to be completed in the student's ePortfolio and "shared" with the CT.
- Reflections **MUST** be completed and sighted by the preceptor weekly
- If the student fails to submit the reflection please notify the unit assessor.

SPrOUT reflections

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/ Read. 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?

What makes a good SPrOUT reflection?

- Have they followed the SPrOUT format?
- Is their reflection clear and well structured?
- Is their reflection purposeful, logical, and will it result in personal growth?
- Have they ensured that they maintained professional standards including confidentiality.
- Have they demonstrated further reading?
- Have they shown deep personal reflection and introspection?
- Is relevant to nursing and healthcare delivery in the clinical placement environment?

For the purpose of clinical placement reflection is NOT:

- A diary entry or only a description of an event
- **A time to vent**

Supervisor Self Reflection and Student Feedback

ClinEd Aus

<https://www.clinedaus.org.au/topics-category/after-the-placement-evaluation-and-reflection-101>

Self reflection:

- Preparation and planning of the student placement
- Facilitation of the learning process
- Ability to problem solve
- Communication skills and styles
- Quality and Safety
- Meeting organisational demands

Self Reflection and Student Feedback:

- Adequacy of introduction and orientation
- Learning goals and performance expectations
- Placement elements, for example case load and volume
- Adequacy of supervision, for example access to supervisor, type and frequency of informal and formal supervision activities
- Type and frequency of feedback
- Ability to work as part of a department or multidisciplinary team
- Adequacy of the physical environment to support learning
- The best elements of the placement
- The best elements of supervision
- Areas for improvement for placement and/or supervision

QUESTIONS ??