



# CLINICAL WORKBOOK

Bachelor of Nursing 2024

Work Integrated Learning (WIL)

Nursing Practices 2 - NURS3007



**Southern Cross  
University**  
Faculty of Health

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# WELCOME

## Work Integrated Learning (WIL) Placement: Nursing Practices 2 **NURS3007**

The aim of this placement is development of your nursing practice to provide acute care for your patients.

This clinical placement seeks to provide students with an off campus clinical experience that enables them to deliver complex nursing care to clients experiencing acute health breakdown in acute care settings. PEP 6 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 WIL placement forms an integral component of the unit of study '**Nursing Practices 2**'.

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 Unit Assessor, Phase Lead and Work Integrated Learning Academic Coordinator (WILAC) 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 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

## Nursing Practices 2 Unit Assessor

Dr Andrew Woods | [andrew.woods@scu.edu.au](mailto:andrew.woods@scu.edu.au) | 02 6620 3304

## Work Integrated Learning Coordinator (WILAC)

Dr Lucy Shinnars | [WILAC.nursing@scu.edu.au](mailto:WILAC.nursing@scu.edu.au) | 0458 264 483

The WILAC is responsible to:

- Provide leadership, supervision and support for clinical placements
- Engage directly with the PEP Unit Assessor and Phase Leads on clinical placement matters
- Works collaboratively with WIL team to support the student journey with a focus on work integrated learning

## Chair of Discipline - Nursing

Professor Jennene Greenhill | [Jennene.greenhill@scu.edu.au](mailto:Jennene.greenhill@scu.edu.au)

## Course Coordinator – Bachelor of Nursing

Associate Professor Louise Ward

[BON.CourseCoord@scu.edu.au](mailto:BON.CourseCoord@scu.edu.au)

## Course Coordinator – Bachelor of Nursing (EN/RN Pathway)

Dima Nasrawi | [Dima.nasrawi@scu.edu.au](mailto:Dima.nasrawi@scu.edu.au)

## Nursing Phase Lead -Year 3

Bernadine Romero | [phaseleads@scu.edu.au](mailto:phaseleads@scu.edu.au)

Phase Leads are 'champions' in a specific phase of the program. They are an academic team member designated to manage and administer a year Phase within the Nursing Discipline. Core areas of responsibility include;

- Phase course design, management, and development;
- Phase clinical placements, student engagement and progress; and
- Phase faculty development and delivery;
- The role may also be required to deputise for the Course Coordinator.

## Work Integrated Learning (WIL) Unit

WIL team contact

[healthplacements@scu.edu.au](mailto:healthplacements@scu.edu.au)

07 5589 3439

## SCU Student Counsellors

In hours enquiries: 02 66269300 [counselling@scu.edu.au](mailto:counselling@scu.edu.au)

Out of hours: 1300 782 676

or text 0488 884 143 this service is available 5pm to 9 am weekdays and 24hrs on weekends and public holidays

**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.

## WIL NURS3007 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 an acute health care setting, 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. Determine appropriate actions to be taken in the management of a deteriorating patient
2. Integrate principals of a safe medication practice, including numeracy competency, in managing the acute patient condition
3. Reflect the role of the nurse in the context of the acute care setting
4. Demonstrate a variety of effective nursing skills

## CLINICAL ATTENDANCE AND PROFESSIONAL BEHAVIOUR

Your WIL Placement NURS3007: Nursing Practices 2, is a four-week placement (160hrs). 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 WIL 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 (WIL Unit) who will notify the clinical teacher on the student's behalf. They can be reached on [healthplacements@scu.edu.au](mailto: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 (AVA). This may however mean a delay of up to a year in the completion of your course.
- An AVA needs to be completed within 48 hours of the first day you miss placement.
- Within two weeks of your absence, you will receive a warning from your UA and Phase leads that your AVA has not been received or approved.
- Failure to respond will place you at risk of failing the unit.
  
- You can obtain the WIL AVA form from your [SONIA homepage > FORMS](#). The AVA must be completed and emailed to [health.wil@scu.edu.au](mailto:health.wil@scu.edu.au) and supporting documentation. Please refer to the AVA for the criteria for approval and the supporting documentation required.

## ASSESSMENT OF PERFORMANCE ON PLACEMENT

During the WIL 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.

**NB: YOU MUST PASS YOUR WIL PLACEMENT TO ATTAIN A MINIMAL FINAL GRADE OF A PASS IN NURS3007: NURSING PRACTICES 2.**

If students are not meeting minimal expected competency levels at their Formative ANSAT assessment, 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 3rd-year undergraduate nursing student. Meeting these requirements will enable the student to meet the WIL assessment requirements of NURS3007 Nursing Practices 2.

### WIL NURS3007 Nursing Practices 2- ASSESSMENT TASKS

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

1. **Completion of all WIL Placement Hours** (160 hours) student timesheets need to be verified by Clinical Teachers/Facilitators.
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 appraisal.**

6. **Complete Appropriate Clinical Reflections** – Students will be expected to complete clinical reflections at least once per week using SPROUT (see page 8 for detailed explanation and refer to NURS3007 BB site for further instructions on how to upload to your E-Portfolio. You can find this information under the WIL Assessment Tab). 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 one per week is the minimum requirement. If this task is not completed you may receive an INCOMPLETE for the placement.



# 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

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

During your WIL 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 e-Portfolio 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 WIL placement. If you have not submitted all the required reflections, your clinical teacher will hold your WIL grade as Incomplete, pending the submission of the outstanding reflections to the Unit Assessor.

Below are the links to the SCU policies relating to your WIL placement:

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>

## PERSONAL AND CLINICAL GOAL SETTING FOR WIL

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



# 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
  - CH&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) (PEP)

### Knowledge and Skills:

- Nutritional needs orally
- Assessment of feeding issues including swallowing and oral suctioning
- GIT assessment, care and documentation:
  - Insertion & removal of NG tubes
  - Enteral feeding
  - Awareness of TPN
- 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) (PEP)  
Partnering With Older People in Healthcare (NURS2015)  
Professional Practices (NURS2012)  
Promoting Wellness in Chronic Health and Disability (NURS2013)  
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
- 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 (NURS2016)  
Nursing Practices 1 (NURS2017)  
Building Healthy Communities Through Impactful Partnerships (NURS2018) (PEP)  
Mental Health Nursing (NURS2005)

### 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.
- Preparation for, care of and documentation relevant to pre-operative, intra-operative and post-operative journey through to discharge.
- 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
- Psychiatric emergencies and triage in the ED/Crisis intervention
- 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 visitations & patient education

## 3RD YEAR

### Units of Study:

Evidence-based Practice in Nursing (NURS3006)  
Nursing Practices 2 (NURS3007) (PEP)  
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 LWSDs
- 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
- 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
- SB 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) (PEP)

### 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 butterfly's
- 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
- 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

