CLINICAL WORKBOOK

Master of Nursing 2025

WIL NURS5015 | Community Partnerships
NURS5015

Southern Cross University
Faculty of Health

WELCOME

Work Integrated Learning Placement NURS5015 | Community Partnerships

Welcome to the Work Integrated Learning (WIL) Placement: Community Partnerships, NURS5015.

This Work Integrated Learning (WIL) experience allows students to explore primary health care in relation to promoting the health of individuals, families and communities. Students will be able to apply the principles of primary health care, health education, public health and health promotion and develop their understanding of the nurse's role in primary health care. Students will continue to build and consolidate nursing skills and knowledge acquired from their previous units of study in the MN program. Students will be placed in a suitable clinical agency in either New South Wales or Queensland under the supervision of a Clinical Teacher or Preceptor for a total of 120 hours (3 weeks in total).

Clinical Teachers/Preceptors will evaluate all students' activities, 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, 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 WIL-NURS5015 relate directly to the NMBA Registered Nurse Standards for Practice (2016). Students will have the opportunity to perform applied nursing skills under the supervision of an RN.

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

IMPORTANT SCU CONTACTS

Community Partnerships.

NURS5015 Unit Assessor – Kaylene Barchetta Kaylene.barchetta@scu.edu.au

Course Coordinator - Masters of Nursing – Andrew Woods andrew.woods@scu.edu.au

Work Integrated Learning Coordinator – Donna Wilson WILAC.nursing@scu.edu.au

Nursing Phase Lead – Kaylene and Bernie phaseleads@scu.edu.au

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

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

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

SCU Student Counsellors:

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

Bookings and Enquiries

Lismore and Gold Coast: (02) 6626 9300

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

Email: counselling@scu.edu.au

After-hours Crisis Counselling:

Phone: 1300 782 676

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

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

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

WIL NURS5015| LEARNING OUTCOMES

After the Primary Health Care Clinical Placement, students should be able to:

1. Critically review the role of the nurse in primary health care settings.
2. Demonstrate knowledge and skills required to support vulnerable populations and provide nursing care within a variety of primary health care settings.
3. Demonstrate critical thinking skills for safe and competent nursing practise in primary health care settings.
4. Investigate approaches to working with the consumer and other health professionals to provide patient-centred care in primary health care settings.

Core clinical skills:

- Works as part of a multidisciplinary team within the primary health care setting.
- Effective therapeutic and interdisciplinary communication.
- Provision of health promotion and illness prevention strategies within the primary health care setting.
- Undertakes health assessments and delivery of health and nursing interventions within the primary health care setting.
- Identifies social determinants of health within the primary health care setting.
- Provides culturally appropriate care.

This nursing unit will develop students' abilities in using partnership techniques to work with individuals, groups, families and vulnerable populations to address healthcare and social inequalities to build healthy communities, promote and improve wellbeing.

UNIT CODE: NURS5015	UNIT TITLE: Community Partnerships
ULO1	Articulate an advanced and integrated understanding of partnership models of care for nursing with particular reference to working with priority populations
ULO2	Critically appraise the impact primary health care principles have on health outcomes locally, nationally, and internationally
ULO3	Apply complex concepts of communication and cultural safety that contribute to impactful partnerships, particularly with priority populations and those living in areas of rural and remote Australia
ULO4	Critically reflect on digital modes of nursing practice in addressing global health needs

IMPORTANT – WIL Requirements and Conduct:

- All pre-requisites for Work Integrated Learning [hereafter referred to as WIL-NURS5015], must be met before attending WIL-NURS5015 placement. Students who do not meet all compliance requirements for WIL-NURS5015 by the specified deadline date will be unable to progress to their WIL-NURS5015. This will result in a WIL-NURS5015 Non-Satisfactory Requirements (NSR) grade, and a unit Fail grade.

- If a student self-chooses not to attend the WIL-NURS5015 placement without an approved attendance variation, this will result in a WIL-NURS5015 NSR grade, and a unit Fail grade.

- All WIL-NURS5015 placement hours must be completed. An incomplete grade for WIL-NURS5015 will require the completion of makeup hours.

- Professional behaviour and code of conduct (COC) are a requirement for all WIL-NURS5015 placements and must be demonstrated. An NSR for COC may result in a failure for the WIL-NURS5015 placement and an overall failure of the unit.

- **Please note, it is the student's responsibility to understand their Scope of Practice and working outside of this is a breach of COC, which can lead to a failure of placement and the unit.**

- It is a requirement to be deemed **IV competent** and to have **passed the IV competency/OSCE in Clinical Nursing 1**, prior to undertaking IV clinical skills while on placement. If you have not completed Clinical Nursing 1 and passed the IV OSCE, it is **not within your scope** of practice to participate in IV skills. Observation only, in this circumstance.

- If you are **absent** at all from placement you **must complete an Attendance Variation Application (AVA) along with supporting documentation AT THE TIME OF ABSENCE.** You can obtain the AVA form from your SONIA homepage under the forms tab. Further information in below sections.

- Students are expected to **complete clinical reflections once per week** using SPROUT. Your placement assessment will not be signed off until these are completed. Further information in below sections.

The SCU Work Integrated Learning Unit (WIL) web page has further information on preparing for placement and compliance requirements:

Work integrated learning - Southern Cross University (scu.edu.au)

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

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

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

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

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

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

CLINICAL ATTENDANCE AND PROFESSIONAL BEHAVIOUR

Attendance at clinical placement is mandatory, and students must account for all hours of attendance at an allocated clinical placement. The total number of hours completed by the student during the 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 absent on day one of the placement, the student must contact the WIL unit who will notify the clinical teacher on the student's behalf. They can be reached at health.WIL@scu.edu.au
- Thereafter, when a student is absent during a WIL placement, they must contact both the placement agency (i.e. preceptor, the nurse in charge, an educator) and the clinical teacher as soon as possible before the commencement of the shift and inform them of the intended absence.
- **Due to registration requirements, all hours missed during placement must be completed.** This will be allocated at the discretion of the Unit Assessor and the university. Coordinating clinical placements is a challenging task involving several agencies; therefore, there may be delays in allocating students to further placement capacity. This may need to be deferred to a subsequent WIL placement period at a later date or in the following year.
- **You must complete an Attendance Variation Application** if you cannot undertake a placement during the allocated time. This may, however, mean a delay of up to a year in completing your course.
- You can obtain the AVA form from your SONIA homepage under the forms tab. The AVA must be completed in full along with supporting documentation. Please refer to the AVA for criteria for approval and the supporting documentation required.
- An AVA should be completed at the time of absence and no later than 48 hours of the first day you miss placement.
- If you do not submit an AVA 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 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-NURS5015 placement, students will be required to demonstrate minimum levels of achievement in practice and specific skills related to on-campus classroom and nursing laboratory learning. The ANSAT will assess students' ability to demonstrate competence at specified levels of practice toward attaining graduate competence.

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

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

NB: YOU MUST PASS YOUR WIL PLACEMENT TO ATTAIN A MINIMAL FINAL GRADE OF A PASS IN NURS5015: Community Partnerships.

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 2nd-year Masters of nursing student. Meeting these requirements will enable the student to meet the WIL assessment requirements of **NURS5015: Community Partnerships.**

WIL NURS5015| COMMUNITY PARTNERSHIPS

ASSESSMENT TASKS

Students must complete these listed items to receive a Satisfies Requirements (SR) for WIL-NURS5015. These assessments will be completed in SONIA by the Clinical Teacher.

1. ***Completion of all Work Integrated Learning Hours*** (120 hours)
2. ***Professional Code of Conduct*** -Satisfies requirements
3. ***ANSAT*** -Completed Formative and Summative assessments based on the NMBA Registered Nurse Standards for Practice. This must be signed electronically by both the clinical teacher and the student in SONIA.
4. ***Completion of Clinical Teacher/Student Interview*** (COM/INC).
   Students need to set several 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 with the NMBA standards of practice for Registered Nurses. They must be completed before the student/clinical teacher interview (i.e., before 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 unique learning opportunities based on the type of health care agency they are assigned. The Clinical Teacher will also fill out a *Record of Clinical Skills Undertaken*. The types and numbers of applied nursing skills that each student has an opportunity to perform will vary. **There will not be a predetermined number or variety of nursing skills that must be performed.** The Clinical Teacher (or RN nominated) will supervise, assist and give feedback to students when performing applied nursing skills.
   This is not a task that can lead to an overall failure. However, your inability to undertake such skills safely and appropriately may be reflected in your clinical appraisal.

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

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. In the Primary Care setting the Clinical Teacher may be the same person as the Registered Nurse in the facility eg GP clinic. On day one of placement, it is your responsibility to set a time with your Clinical Teacher to meet and discuss your expectations of the placement and your set goals for your time. This may also be a time to revaluate what you hope to gain from the placement. At this interview, on day one, you will need to present your **completed** personal and professional goals and your compilation of ***workbooks from previous Masters of Nursing degree placements.***

Clinical Reflections

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

During WIL-NURS5015, you will complete your reflections using the SPROUT system.

SPROUT:

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

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

R – Research. This could include policies, peer-reviewed literature, 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 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. Most commonly the clinical teacher will expect 3 reflections throughout the 3 weeks. **It is essential you submit these on time.**

In some cases, on primary health care placements, your clinical teacher may request the reflections to be submitted in paper version rather than e-Portfolio. This is acceptable during these occasions however please file your reflections safely for future use.

If you have not submitted all the required reflections, your clinical teacher will not be able to give you a SR for the placement and the Unit Assessor will hold your overall WIL-NURS5015 grade as incomplete, pending the submission of the outstanding reflections. This my impact your grade and course progression.

PERSONAL AND CLINICAL GOAL SETTING FOR WIL-NURS5015

(For student record only)

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 UNDERTAKEN

(For student records only)

Student name: _____   Student Number_____

Name of Nursing Skill & Attempt Number	Date	Clinical Teacher's Comments & initials/signature

CORE SKILLS FOR ALL STUDENTS

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

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

SKILL	SAFE DEMONSTRATION		COMMENTS	CT and Student Initials & Date
	YES	**NO**		
*5 MOMENTS of HAND HYGIENE				
* MEDICATION ADMINISTRATION - Oral - SC/IM - IV (if competent and passed IV OSCE)				
*VITAL SIGNS - BP - Pulse - Respiratory Rate - Temperature - Pulse Oximetry				
*Recognition of deviations from normal vital signs.				
Aseptic Technique.				

CORE SKILLS FOR ALL STUDENTS – Additional

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

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

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

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

2025 Scope of Practice Guidelines – Master of Nursing (Graduate Entry)

Southern Cross University — Faculty of Health

Master of Nursing (Graduate Entry) Year 1

Units of study completed prior to placement
NURS5009 The Health Narrative Across the Lifespan
NURS5010 Introduction to Clinical Practice
PHAR2001 Introductory Pharmacology
INDG6002 Health and Indigenous Peoples

Knowledge and skills acquired from previous units of study

- Introduction to pharmacology
- Infection control, including standard precautions like hand hygiene, Personal protective equipment (PPE), and signage
- Legal and ethical practice
- Communication
- Providing personal hygiene
- Introduction to urinary catheter
- Bowel care and elimination
- Skin assessment
- Pressure area care
- Assessment of and assisting with mobility
- Manual handling
- Occupational Health & Safety (OH&S)
- Nutrition and hydration
- Fluid balance and charting
- Vital signs (temperature, respiratory rate, pulse, blood pressure, SPO2) – measurement and documentation
- Pain assessment
- ISBAR communication framework
- Overview of the Australian healthcare system
- Historical perspectives of nursing and healthcare
- Cultural safety
- Introduction to palliative assessment
- Death and dying
- Growth and development across the lifespan
- Mental health narratives
- Understanding healthcare and health promotions for children, young people, and families
- Grief, mourning and loss
- Application of anatomy and physiology knowledge
- The patient's story
- Development of a therapeutic relationship
- Sleep and rest

Units of study completed prior to placement
NURS5012 Health Assessment Across the Lifespan (WIL120 hours)
This is the first placement for the Master of Nursing (Graduate Entry) students and covers the following Knowledge and skills

- Application of anatomy and physiology knowledge
- Health Interview
- Documentation of care
- Numeracy – calculating medication dosages (oral and parenteral)
- Medication administration:
  - Oral, topical, intraocular, aural, inhalations
  - Parenteral – IM, subcutaneous, intradermal (NOT IV)
  - Asepsis for medication administration
  - Schedule 2-4 Dangerous Drugs (under direct RN supervision)
- Abdominal assessment
- Respiratory assessment
- Oxygen therapy
- ECG recording and monitoring
- Aseptic technique
- Wound care (assessment and dressing of simple wounds)
- Diabetic management
  - Sliding scale insulin
  - Blood glucose levels
- Oral suctioning
- Delirium states, dementia, and depression – Assessment, differentiation and care
- Models of disability care
- Introduction to mental health assessment

NURS5011 Chronic Health and Disability Across the Lifespan (WIL120 hours)
Continuation of all knowledge and skills from NURS5012 placements

- Assessment and management of chronic pain
- Respiratory assessment, care, and documentation:
  - Respiratory exercises
  - Investigations and diagnostics
- Stomal therapy
- Wound care (assessment and dressing of complex wounds)
- Urinary care:
  - Urinalysis
  - 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
- ECG interpretation
- Assessment and management of intoxication and withdrawal states
- Introduction to the clinical reasoning cycle
- Mental health/illness/disorder as a comorbidity

Units of study completed prior to placement
NURS5014 Clinical Nursing I

NURS5013 Evidence-Based Mental Health Nursing (WIL 80 hours)
Continuation of all knowledge and skills from NURS5011 and NURS5012 placements

- Awareness of PICC lines
- Understanding PCA management, patient education, and documentation
- Preparation for, care of, and documentation relevant to pre-operative, intra-operative, and post-operative journey through to discharge
- Management, asepsis and assessment of intravenous therapy using IV peripheral lines
- NG tube insertion and management
- Management of sutures and staples, including removal
- Awareness of advanced/complex wound management
- Haematology assessment and transfusion of blood products
- Medication administration:
  - IV medication and fluid management, including fluid balancing
  - S8 Medication administration (as a third person checker – administration as per hospital policy)
- Mental health assessment, risk assessment and decision-making
- Mental health/illness/disorder as a co-morbidity
- Self-harm, overdose, and suicide risk assessment
- Assessment and management of personality disorders
- Psychopharmacology

Master of Nursing (Graduate Entry) Year 2

Units of study completed prior to placement
NURS5016 Nursing Research
HLTH3005 Interprofessional Health Practice
NURS5015 Community Partnerships (WIL 120 hours)
NURS6001 Clinical Nursing II (WIL 160 hours)

Continuation of all knowledge and skills from NURS5011, NURS5012, NURS5013 placements

- Advanced respiratory assessment, clinical management, intervention, and documentation
- Acute coronary syndrome clinical management, intervention, and documentation
- Cardiac monitoring, assessment, care, and documentation
- Neurological assessment, care, and documentation
- Neurovascular assessment, care, and documentation
- Level of consciousness (LOC)/Intracranial pressure (ICP)/Acute spinal cord injury (SCI)
- Assessment of the client in the home
- Home visitations and patient education
- Australian screening programs
- Community assessment
- Health promotion
- Health maintenance for vulnerable populations, including Indigenous Peoples
- Models of disability care
- 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
- GIT assessment, care, and documentation:
  - Insertion and removal of NG tubes
  - Enteral feeding
  - ENT assessment, care, intervention, and documentation
- Parenteral (TPN) fluid administration
- Understanding management of CVADs (i.e., PICC lines, central venous lines, and portocath)
- Advanced hemodynamic monitoring
- Haematology assessment and transfusion of blood products
- Care of clients with renal failure, understanding the principles of dialysis again not caring for observation only
- Acute mental health deterioration
- Clinical reasoning
- Advanced legal and ethical practice
- Collaborative evidence-based practice
- Research and critique/incorporating research into everyday nursing care

Units of study completed prior to placement
HLTH3004 Transition to Professional Practice
NURS6002 Promoting Nursing Leadership
NURS6003 Clinical Nursing III (WIL 240 hours)

Continuation of all knowledge and skills from previous placements

- Understanding of emergency procedures
- Triage observation and assistance
- Trauma assessment, care, intervention, and documentation
- Burns management
- Assessment and management of drug-induced psychosis
- Psychiatric emergencies and triage in the ED/crisis intervention
- Syringe drivers, infusion pumps, and subcutaneous catheter
- Application and understanding of nursing specialty clinical practice
- Oncology care
- Complex patient care
- Education in health
- Construction of nursing identity
- Mentoring
- Delegation
- Teamwork
- Negotiation and conflict resolution management
- Supervision
- Leadership communication skills
- Case management and coordination
- Preparation for graduate practice
- Pandemic and disaster management

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*First year students are NOT to prepare or administer Schedule 8 medications

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 and acquired skills from previous units and sessions in their current clinical practicum.