



CLINICAL WORKBOOK

Master of Nursing (Graduate Entry) 2024

Work Integrated learning

NURS5011-2024-T2 Chronic Health and Disability
Across the Lifespan



**Southern Cross
University**
Faculty of Health

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WELCOME

Work Integrated learning: NURS5011-2024-T2 Chronic Health and Disability Across the Lifespan

Welcome to the Work Integrated Learning (WIL) document for NURS5011-2024-T2 Chronic Health and Disability Across the Lifespan. We hope you find this placement experience meaningful and rewarding and hope it helps you build on your theoretical frameworks from this term.

This clinical placement explores nursing responses to changes in health status. Through case-based learning, students will build upon and apply knowledge and skills related to chronic illness and disability. WIL will also enable students to integrate nursing skills and apply content knowledge from their continued progression in the Master of Nursing (Graduate Entry) program. Students will be placed in a suitable clinical agency under the supervision of a Clinical Teacher/Preceptor for a total of 120 hours (3 weeks). This professional experience placement forms an integral component of the unit of study, 'NURS5011-2024-T2 Chronic Health and Disability Across the Lifespan'.

NB: YOU MUST PASS YOUR WIL PLACEMENT TO ATTAIN A PASS IN 'NURS5011-2024-T2 Chronic Health and Disability Across the Lifespan'.

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. With some input from the Clinical Teachers who will evaluate all listed assessment requirements. The Unit Assessor will award the final result for the placement.

The learning outcomes and assessment items in Work Integrated Learning NURS5011 relate directly to the NMBA Registered Nurse Standards for Practice (2016). Students will have the opportunity to perform applied nursing skills under the supervision of an RN.

The **ANSAT** (Australian Nursing Standards Assessment Tool) will assess students' ability to demonstrate their ability to meet the Registered Nurse Standards for Practice as second-year student RNs, working towards attaining graduate competence.

IMPORTANT - Professional Experience information

Important: As per your Unit outline - **Work Integrated Learning Requirements and Conduct:**

- All prerequisites for **Work Integrated Learning** /placement/fieldwork [hereafter referred to as **WIL**], as detailed on the Faculty of Health Professional Experience page, must be met before attending WIL. Students who do not meet all compliance requirements for WIL by the specified deadline date will be unable to progress to their WIL. This will result in a WIL Non-Satisfactory Requirements (NSR) grade, and a unit Fail grade.
- All healthcare facility online learning and pre-WIL requirements must be completed by the specified deadline. Otherwise, the WIL may be cancelled by the healthcare facility/ organisation. If a student's WIL is cancelled, this will result in a WIL NSR grade, and a unit Fail grade.
- If a student self-chooses not to attend the WIL without an approved attendance variation, this will result in a WIL NSR grade and a unit Fail grade.
- All WIL hours must be completed. An incomplete grade for WIL will require the completion of makeup hours.
- Professional behaviour and conduct are required for all WILs and must be demonstrated. Failure to comply with this requirement may result in failure of the WIL component and, therefore, the unit of study.

Students must meet all compliance requirements for WIL by the specified deadline date to be able to progress to their WIL. This will result in a WIL Non-Satisfied Requirements (NSR) grade and a unit Fail grade.

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

<https://www.scu.edu.au/health/work-integrated-learning/fit-to-practice-requirements/>

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

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>

IMPORTANT SCU CONTACTS

‘NURS5011-2024-T2 Chronic Health and Disability Across the Lifespan’.

Unit Assessor

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Chair of Nursing

Jennene Greenhill - jennene.greenhill@scu.edu.au

Course Coordinator – Bachelor of Nursing

Associate Professor Sam Lapkin -

sam.lapkin@scu.edu.au

Nursing Phase Lead -Year 2

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

health.wil@scu.edu.au

07 5589 3439

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/engage/student-equity-and-inclusion/inclusion-services/>

WIL NURS2014 LEARNING OUTCOMES

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

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

- Provide safe, appropriate, quality care
- Coordinate care (within teams and as individuals)
- Conduct comprehensive assessments
- Plan and prioritise care responsive to patients' needs
- Monitor, revise and evaluates 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 Articulate an advanced and integrated understanding of the aetiology and pathophysiology of health breakdown in a chosen body system**
- 2 Analyse clinical diagnostic and laboratory results to direct care for the patient in the chronic care setting**
- 3 Apply the principles of evidence-based nursing care to devise strategies and interventions to promote independence, wellbeing and quality of life for individuals with chronic illness, and their carers**
- 4 Demonstrate effective nursing skills and critical reflective ability within a range of chronic conditions**

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. If students fail to complete an appropriate number of hours, their final grade may be incomplete until they can undertake further placement hours to meet the unit requirements.

The following guidelines ensure that students achieve the mandatory clinical hours.

- If the student is absent on day one of the placement, the student must contact **Work Integrated Learning** health.wil@scu.edu.au who will notify the clinical teacher on the student's behalf.
- Where a student is absent during a WIL, they must contact both the placement agency (i.e. preceptor, a nurse in charge, an educator) and the clinical teacher as soon as possible before the commencement of the shift and inform them of the intended absence.
- Due to registration requirements, all hours missed during placement must be completed. This will be allocated at the discretion of the Unit Assessor and the university. Please note that coordinating clinical placements is a challenging task involving several agencies. Therefore, there may be delays in allocating students to further placement capacity. This may need to be deferred to a subsequent WIL period in the following year.
- If, for any reason, you are unable to undertake a placement during the allocated period, you need to complete an Attendance Variation Application. This may, however, mean a delay of up to a year in completing your course.
- You can obtain the AVA form from your SONIA homepage. The AVA must be completed 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 professional placement, students will be required to demonstrate minimum levels of achievement in practice and specific skills related to on-campus classroom and nursing laboratory learning. The ANSAT will assess students' ability to demonstrate competence at specified levels of practice towards attaining graduate competence.

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

WIL: NURS5011: Chronic Health and Disability Across the Lifespan - ASSESSMENT TASKS

Students must successfully complete each of these listed items to receive a Satisfies Requirements (SR) for WIL NURS5011. These assessments will be completed in SONIA by the Clinical Teacher.

1. **Completion of all Professional Experience Placement Hours** (120 hours)
2. **Professional Code of Conduct Form** -Satisfies Requirements
3. **ANSAT** -Completed Formative and Summative assessments based on the NMBA Registered Nurse Standards for Practice. This must be signed electronically by both the clinical teacher and the student in SONIA.
4. **Completion of Clinical Teacher/Student Interview**
Students need to set at least two personal and professional goals for this clinical placement. During the first day of placement, they establish a time to meet with their clinical teacher to discuss these goals and the opportunities to achieve them. These goals must be aligned with the NMBA standards of practice for Registered Nurses. They must be completed before the student/clinical teacher interview (i.e. before placement).
These goals should include the following:
 - At least two personal goals for the duration of the placement
 - At least two clinical goals for the duration of the placement
5. **Undertake several Specific Applied Nursing Skills** - Students can perform various nursing skills in their placement locations. The Clinical Teacher will observe these, and this information may be incorporated into the ANSAT form as formative or summative feedback, where relevant. Each student will have unique learning opportunities based on the type of healthcare agency they are assigned. The Clinical Teacher will also fill out a *Record of Clinical Skills Undertaken*. The types and numbers of applied nursing skills that each student has an opportunity to perform will vary. **There will not be a predetermined number or variety of nursing skills that must be performed.** The Clinical Teacher (or RN nominated) will supervise, assist, and give students feedback 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 assessment tool.
6. **Complete appropriate Clinical Reflections at least once per week** – Students will be expected to complete clinical reflections once per week using SPROUT (see page 8 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.

NB – Please 'DE-IDENTIFY' patients when writing these reports and keep them in a locked area away from patient/consumer areas.
7. **Successful completion of CORE Skills** is a requirement.

ADDITIONAL WIL REQUIREMENTS

Student/Clinical Teacher Interview – Day 1

Every student is assigned a Clinical Teacher to monitor their performance during placement and act as a resource person if they 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 when 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 and your compilation of workbooks from any previous Bachelor of Nursing degree placement.

Clinical Reflections

On this placement, you will need 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.

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, and procedures.

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

U – Understanding. Including reconsidering your beliefs and values

T – Take forward. How will this influence future practices 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.

Once your reflections have been collected and reviewed by your clinical teacher, you will be given an SR for the WIL. If you have yet to submit all the required reflections, your Unit Assessor will hold your overall unit grade as incomplete, pending the submission of outstanding reflections.

PERSONAL AND CLINICAL GOAL SETTING FOR PEP 3

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

CORE SKILLS FOR ALL STUDENTS

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

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

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

CORE SKILLS FOR ALL STUDENTS – Additional

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

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

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

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

2024 Scope of Practice Guidelines – Master of Nursing (Graduate Entry)

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 (WIL 120 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 (WIL 120 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 comorbidity
- 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

*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 placement.