



CLINICAL WORKBOOK

Bachelor of Nursing
2024

WIL NURS2004 | Foundations of Health Assessment



**Southern Cross
University**
Faculty of Health



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Seventh edition 2024



WELCOME

Work Integrated Learning Placement NURS2004 | Foundations of Health Assessment

Welcome to Work Integrated Learning (WIL) Placement. We hope you find this placement experience meaningful and rewarding and hope it helps you build on your theoretical frameworks from this session.

This clinical placement explores nursing responses to changes in health status. Through case-based learning, students will build upon and apply knowledge and skills related to chronic illness and disability. WIL placement 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 120 hours (3 weeks). This Work Integrated Learning experience forms an integral component of the unit of study, '**Foundations of Health Assessment**'.

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 Unit Assessor, the Clinical Teachers will evaluate all listed assessment requirements. The Unit Assessor will award the final result for the placement.

The learning outcomes and assessment items in WIL 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

As per the unit outline – **Work Integrated Learning Requirements and Conduct:**

- All prerequisites for Work Integrated Learning/Placement/Fieldwork, as detailed on the Faculty of Health Work Integrated Learning page, must be met before attending WIL Placement. 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 (AVA), 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 students engaged in WIL Placements and must be demonstrated at all times. Failure to comply with this requirement may result in failure of the WIL component and, therefore, the unit of study.

The SCU Work Integrated Learning Unit (WIL) web page has further information on preparing for placement and compliance requirements: <https://www.scu.edu.au/health/work-integrated-learning/>

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

- I. Community-Engaged Learning Policy <https://policies.scu.edu.au/document/view-current.php?id=76>
- II. Community-Engaged Learning At-Risk Procedures <https://policies.scu.edu.au/document/view-current.php?id=206>
- III. Code of Conduct: <https://policies.scu.edu.au/document/view-current.php?id=30>
- IV. Work Integrated Learning Guidelines <https://policies.scu.edu.au/document/view-current.php?id=209>
- V. Workplace Health and Safety Risk Management Procedures <https://policies.scu.edu.au/view.current.php?id=00174>

IMPORTANT SCU CONTACTS

Foundations of Health Assessment

Unit Assessor | Donna Wilson | donna.wilson@scu.edu.au

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

Course Coordinator | Bachelor of Nursing | Louise Ward | BON.CourseCoord@scu.edu.au

Nursing Phase Lead | 1st Year | Kaylene Barchetta | kaylene.barchetta@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.

Work Integrated Learning Academic Coordinator | Lucy Shinnars | wilac.nursing@scu.edu.au

Work Integrated Learning Coordinators | (07) 5589 3439 | healthplacements@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 NURS2004 | LEARNING OUTCOMES

Upon completing this Clinical placement, the student should demonstrate a range of fundamental nursing skills in the care of patients/clients and apply content knowledge drawn from the academic units in Year 1, Terms 1 to 4 of the Bachelor of Nursing program. Specifically, students should be able to:

1. Demonstrate safe practice for a range of nursing skills involving the assessment and management of the patient's activities of daily living, incorporating nutrition, hygiene, elimination, mobilisation and positioning.
2. Demonstrate safe practice and appropriate application for a range of fundamental physical, psychosocial and cognitive assessment skills, including vital signs, BGL measurement, monitoring and recording.
3. Ensure physical, psychosocial and cognitive assessments are person-centred and age-specific.
4. Demonstrate safe practice for a range of preliminary assessment techniques of body systems.
5. Demonstrate safe administration of medications – excluding S8 medications.

Furthermore, following the completion of NURS2004, students should be able to:

1. Demonstrate a range of physical, psychosocial and cognitive assessment skills to inform nursing interventions to provide person-centred care that is cognisant of cultural sensitivity and awareness
2. Safely calculate medication dosages and administer medications in a safe manner
3. Use a range of data management techniques to document holistic care
4. Discuss foundational concepts of physiology as they relate to nursing assessments

In addition (where appropriate), demonstrate:

- Effective communication with patients experiencing speech, hearing, visual, and memory impairment.
- Hand hygiene, manual handling, and use of personal protective equipment.
- Vital Sign assessment and documentation.
- Safe administration of PO, SC and IM medications (NOT Intravenous)
- Numeracy and medication calculations.
- Specimen collection, including UDS & BSL.

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 WIL placement is recorded by the clinical teacher in SONIA.

NB: 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 the WIL (Work Integrated Learning Unit), who will notify the clinical teacher on the student's behalf. They can be reached at healthplacements@scu.edu.au
- Where a student is absent during a WIL Placement, 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 (AVA). 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 healthplacements@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 related to on-campus classroom and nursing laboratory learning. The Australian Nursing Standards Assessment Tool (ANSAT) is utilised by the clinical teacher to assess the student's ability to demonstrate competence at specified levels of practice towards attaining graduate competence.

The ANSAT 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 first-year level.

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

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

WIL NURS2004 | FOUNDATIONS OF HEALTH ASSESSMENT

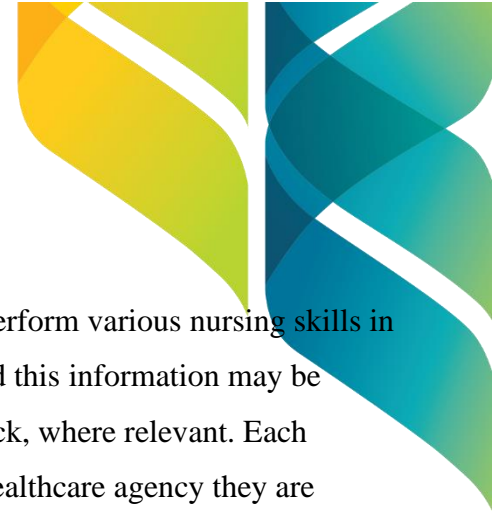
ASSESSMENT TASKS

Students must successfully complete each of these listed items to receive a Satisfies Requirements (SR) for WIL NURS2004. 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** (COM/INC).

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.
7. **Successful completion of CORE Skills** is a requirement.

ADDITIONAL CLINICAL REQUIREMENTS

Student/Clinical Teacher Interview – Day 1

Every student is assigned a Clinical Teacher to monitor their performance during placement and 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.

Throughout WIL, 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

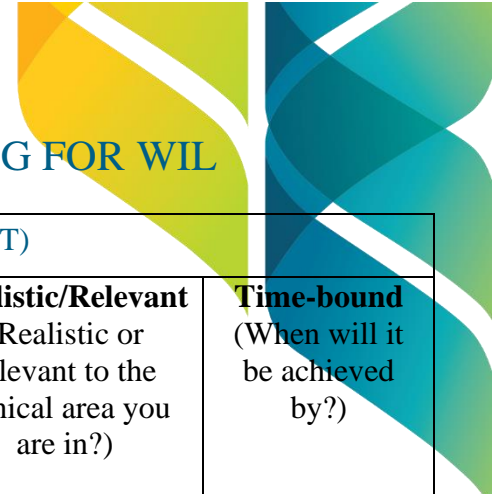
U – Understanding. Including reconsidering your beliefs and values

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 placement. If you have yet to submit all the required reflections, your Unit Assessor will hold your overall WIL grade as incomplete, pending the submission of outstanding reflections.

PERSONAL AND CLINICAL GOAL SETTING FOR WIL



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		
<ul style="list-style-type: none"> • 5 MOMENTS of HAND HYGIENE & PPE • Manual Handling • Therapeutic Communication • Documentation 				
MEDICATION ADMINISTRATION: <ul style="list-style-type: none"> • Oral (PO) • Subcutaneous (SC) • Intramuscular (IM) • Topical 				
VITAL SIGNS: <ul style="list-style-type: none"> • BP • Pulse • Respiratory Rate • Temperature • Pulse Oximetry 				
<ul style="list-style-type: none"> • Recognition of vital signs out of range. • Signs of deterioration. 				
<ul style="list-style-type: none"> • 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 WIL Leader for guidance and a Developmental Learning Plan to be set in place immediately or prior to the next placement.

DRAFT 2024 SOP – TO BE UPDATED

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
 - OH&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:
 - 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 comorbidity

Units of Study:

Introduction to Nursing Research (NURS2018)
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 UWSDs
- Acute coronary syndrome clinical management, intervention and documentation
- Cardiac monitoring, assessment, care and documentation
- ECG recording, monitoring and interpretation
- 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.
- 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
- GI 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

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



RECORD OF CLINICAL SKILLS/NURSE LED ACTIVITIES UNDERTAKEN

Student Name: _____

Student ID: _____

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

