# CLINICAL WORKBOOK

## Bachelor of Nursing

(incl. Enrolled Nurse to Registered Nurse Pathway)

## 2026

## Work Integrated Learning (WIL)

## Mental Health Nursing- NURS2005

# WIL Acknowledgments

*Southern Cross University community acknowledges we are located on the lands of the Yugambeh, Bundjalung Nation and Gumbaynggirr Nations. We pay deep respect to Elders past and present, and to the custodians of Country whose knowledges and languages we honour and value as vital towards healing and collective wellbeing.*

*In Work Integrated Learning (WIL), we are welcomed into many communities, health services, cultural contexts and First Nations Countries. We enter with humility, respect, and a commitment to traumainformed, healing-centred, and culturally responsive and intelligent care.*

*We walk alongside people with lived and living experience of physical and mental ill-health, trauma, and recovery. We honour their journey, identity, culture, and story. We affirm diversity in all ways, and uphold the dignity of each person through person-centred, relational approaches.*

*Together, we co-create spaces where every person is seen, heard, and valued and where learning is grounded in emotional and cultural intelligence, trauma-informed safety, and justice.*

# WELCOME

# Work Integrated Learning (WIL) Placement: Mental Health Nursing: **NURS2005**

The aim of this placement is to provide a meaningful opportunity to deepen your understanding of mental health care through real-world practice.

This clinical practicum builds upon foundational knowledge and skills in NURS2005. It extends students' understanding of people living with mental illness, mental health illness, nursing care and recovery. Students will be provided with the opportunity to develop assessment and intervention skills, including advanced pharmacological, psycho-social, and interpersonal knowledge and capabilities. During this placement, you will be expected to apply, where relevant, the skills and knowledge you have gained from previous units of study and practicums, focusing on strengthening the foundation nursing skills of effective communication, patient/client assessment, and medication administration and safe practice.

Students will be placed in a suitable clinical agency under the supervision of a Clinical Teacher/Preceptor for a total of 80 hours (2 weeks). This WIL placement forms an integral component of the unit of study **'NURS2005 Mental health Nursing**.

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 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 capacity 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.

## An Invitation for Self-Compassion

Nursing placements invite not only professional growth but also personal reflection. As you learn about others, you will also begin to learn more about yourself and that can naturally sometimes be a vulnerable space to navigate.

Reflective practice often means sitting with discomfort. But within that discomfort lies the opportunity to grow the interpersonal qualities essential for therapeutic care: empathy, emotional regulation, compassion, and curiosity. Let self-care be your commonplace during this placement. Whether through rest, connection with self, family or friends, or intentional self-connection, attending to your own wellbeing will support you in holding space for others with presence, integrity and humility.

# IMPORTANT SCU CONTACTS

## Mental Health Nursing Unit Assessor- Stephen Van Vorst

|stephen.vanvorst@scu.edu.au

## Course Coordinator – <mark>Bachelor of Nursing</mark>

Dima Nasrawi | BON.CourseCoord@scu.edu.au

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

Nicole Graham | nicole.graham@scu.edu.au

## Nursing Discipline Chair

Professor Jennene Greenhill | Jennene.greenhill@scu.edu.au

## Work Integrated Learning Coordinator (WILAC) - Donna Wilson

WILAC.nursing@scu.edu.au| Ph **0458 264483**

The WILAC is responsible for:

- Providing leadership and support for clinical placements
- Build and maintain stakeholder relationships; liaise with practice partners to secure quality placements.
- Act as a primary contact between the university, students, and external organisations to ensure compliance and positive learning experiences.
- Collaborate with the Unit Assessor, Phase Leads, and WIL team to support and enhance WIL.

## Nursing Phase Lead - Kaylene Barchetta – **phaseleads@scu.edu.au**

The Nursing Phase Lead is a nursing academic role designed to support student wellbeing and progression through the nursing degree. The Phase Lead is available to discuss any issues that are impacting your studies, this may be personal or academic.

## Work Integrated Learning (WIL) Unit

**WIL team contact** wil.nursing@scu.edu.au 07 5589 3439

## SCU Student Counsellors

**In hours enquiries: 1800724357** https://www.scu.edu.au/currentstudents/services-and-support/counselling/

**Out of hours:** 1300 782 676 **Phone or SMS**

# UNIT LEARNING OUTCOMES

## Students will be able to:

1.  demonstrate engagement and empathetic communication with individuals and groups experiencing mental health related problems across the lifespan

2.  provide clinically effective, recovery focused and trauma informed mental health nursing care

3.  effectively undertake assessment, planning, interventions and evaluation of care with people who frequently access acute mental health services

4.  demonstrate foundational skills in helping people who are experiencing emotional distress and/or behavioural disturbances

# WIL NURS2005 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 or BN (EN to RN) program. Specifically, students should be able to:

Demonstrate the ability to critically think, clinically reason and reflect on/in practice, within a Mental health care setting, to:

- Provide safe, appropriate, quality care
- Co-ordinate care (within teams and as individuals)
- Conduct comprehensive Mental State 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

# CLINICAL ATTENDANCE AND PROFESSIONAL BEHAVIOUR

Your WIL Placement for NURS2008 placement is 80 hrs. 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 the first day 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 on wil.nursing@scu.edu.au
- Thereafter, where a student is absent during a professional experience, they must contact both the placement location (i.e., ward, clinic, care home) and the clinical facilitator/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 for each placement must be completed in accordance with AHPRA's requirements for registration.
- 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 placement capacity**. This may need to be deferred to a subsequent WIL 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 wil.nursing@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, 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 NURS2005: Mental Health Nursing.**

If students are not meeting minimal expected competency levels at their Formative ANSAT assessment, then their Clinical Teacher/Facilitator will consult with your Unit Assessor and initiate a Clinical Learning Plan (CLP). The aim of a CLP is to provide the student with support and opportunities to gain confidence and knowledge in the clinical setting, by giving direction and support in areas identified to ensure competency of practise as a 2nd-year undergraduate nursing student.  Meeting these requirements will enable the student to meet the WIL assessment requirements of NURS2005: Mental Health Nursing.

# WIL NURS2005- ASSESSMENT

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** (80 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**

   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:

   - <u>At least</u> two personal goals for the duration of the placement
   - <u>At least</u> 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. Students may also request preceptor RNs to fill out a *Record of Clinical Skills Undertaken* if this tool is useful to communicate practice to the clinical facilitator. **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.

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 NURS2005 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.

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 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 revaluate 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 – [How-to video available here](#)**

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.

## Uniform requirements and professional presentation

Students are encouraged to embrace the opportunity to present themselves professionally in alignment with the values and expectations of Southern Cross University and their placement facility.

Each site may have its own unique guidelines that reflect their commitment to safety, infection control, and care environments. By attending to personal hygiene, grooming, and attire, including jewellery, piercings, and cosmetic enhancements (i.e., eyelashes or nails), students contribute to a culture of professionalism. These practices not only support clinical standards around infection control but also demonstrate respect for the people and communities we care for.

## Do I have to wear a uniform?

- Students are required to wear full SCU uniform whilst attending WIL unless otherwise requested by the health organisation.

- The following link includes information on uniform requirements [Faculty-of-Health-GuidelineNursing-Uniform.pdf](#)

- If you are requested to wear civil clothing by your facility, please seek guidance on what appropriate professional, smart casual attire is for the health service.

We also recognise that for some students, meeting these expectations may be impacted by personal circumstances including social or financial hardship. If this applies to you, please know that support is available. Options could include, Student Support Services, SCU Equity and Inclusion team or the SCU WIL team depending on circumstances.

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

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

Student Rights and Responsibilities Charter **https://policies.scu.edu.au/view.current.php?id=00101**

Work Integrated Learning Procedures
**https://policies.scu.edu.au/document/viewcurrent.php?id=468&version=4**

Assessment, Teaching and Learning Policy
https://policies.scu.edu.au/document/viewcurrent.php?id=66&version=8

# 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 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/NURSE LED ACTIVITIES UNDERTAKEN

Student Name:_____

Student ID:_____

| Name of Nursing Skill or Nurse Led Activity | Date | Preceptor/Clinical Teacher's Comments & Initials/Signature |
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# Scope of Practice Guidelines—Bachelor of Nursing and EN-RN Pathway

**Southern Cross University**
Faculty of Health

## 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) (WIL)

### Knowledge and Skills:
- Nutritional needs orally
- Assessment of feeding issues including swallowing and oral suctioning
- GIT assessment, care and documentation
- 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) (WIL)
Partnering With Older People in Healthcare (NURS2015)
Professional Practices (NURS2012)
Promoting Wellness in Chronic Health and Disability (NURS2013) (WIL)
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) (WIL)
Mental Health Nursing (NURS2005) (WIL)

### 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.
- GIT assessment, care and documentation:
  - Insertion & removal of NG tubes
  - Enteral feeding
- Preparation for, care of and documentation relevant to pre-operative, intra-operative and post-operative journey through to discharge.
- S8 Medication administration (as a third person checker – administration as per hospital policy)
- 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 major mental illnesses including schizophrenia, depression, bipolar disorder, and personality disorders
  - Intervening in anxiety and anxiety related disorders
  - Care of the individual with an eating disorder
  - Assessment and management of behaviour disturbance, including de-escalation techniques
- 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) (WIL)
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
- 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
  - Awareness of TPN
- 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
- S8 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) (WIL)

### 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 subcutaneous catheter
- 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
- Psychiatric emergencies and triage in the ED/Crisis intervention
- 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