



# CLINICAL WORKBOOK

## Bachelor of Nursing 2025

Work Integrated Learning

NURS3009 Nursing Practices 3



**Southern Cross  
University**  
Faculty of Health

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# WELCOME

## Work Integrated Learning: Nursing Practices 3

Welcome to your Work Integrated Learning (WIL) placement experience. We hope you find this placement experience meaningful and rewarding.

This clinical placement provides students with the opportunity to apply learnings from the unit as they provide comprehensive evidence-based and patient-centered care. Students are encouraged to reflect on their practice as they develop their critical thinking skills and determine nursing priorities. WIL also enables students to integrate and consolidate nursing skills and apply content knowledge from their continued progression in the BN program. Students will be placed in a suitable clinical setting under the supervision of a Clinical Teacher/Preceptor for a total of 280 hours (7 weeks). This professional experience is an integral component of the unit of study and comprises the fourth assessment task. Successful completion is required to be awarded a passing grade for the unit.

Clinical Teachers/Preceptors will evaluate all student activities and the evidence gathered during placement to determine the student's ability to integrate their on-campus and previous placement learning into this clinical placement environment. Clinical Teachers (with some input from the Unit Assessor), will document attendance and evaluate all listed assessment requirements. The Unit Assessor (UA) will award the final result for the placement.

The learning outcomes and assessment items in WIL relate directly to the NMBA Registered Nurse (RN) Standards for Practice (2016). Students will be able to perform applied nursing skills under the supervision of an RN.

The **ANSAT** (Australian Nursing Standards Assessment Tool) will assess the student's ability to meet the Registered Nurse Standards for Practice as third-year student RNs who are registration-ready.

## IMPORTANT - Work Integrated Learning experience information

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

- All prerequisites for professional experience/work integrated learning/placement/fieldwork [hereafter referred to as WIL], as detailed on the Faculty of Health [Work Integrated Learning](#) page, must be met before attending WIL.
- 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 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.**

The [SCU Work Integrated Learning Unit web page](#) has further information on preparing for placement and [fit to practice](#) requirements:

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

[Community-Engaged Learning Policy](#)

# IMPORTANT CONTACTS at SCU

## Nursing Practices 3

### Unit Assessor

Bernadine Romero - [bernadine.romero@scu.edu.au](mailto:bernadine.romero@scu.edu.au)

### Course Coordinator – Bachelor of Nursing EN-RN Pathway

Felicity Walker – [felicity.walker@scu.edu.au](mailto:felicity.walker@scu.edu.au)

### Chair of Nursing

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

### Nursing Phase Leads

Kaylene Barchetta and Bernadine Romero – [phaseleads@scu.edu.au](mailto:phaseleads@scu.edu.au)

The Nursing Phase Leads are nursing academics designed to support student wellbeing and progression through the nursing degree. The Phase Lead team is available to discuss any issues that are impacting your studies, this may be personal or academic. They can assist with understanding your course progression, develop strategies to increase your chances of success or to direct you to a range of services including:

- Needing special considerations
- Refunds of fees
- AVA for placement
- Compliance
- Study support
- Learning zone
- Scholarships
- Financial hardship
- Emotional support
- For some students, we do regular catch-ups just to chat and stay motivated

### Work integrated Learning Unit

[health.wil@scu.edu.au](mailto: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](mailto: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 Inclusion services:** <https://www.scu.edu.au/engage/student-equity-and-inclusion/inclusion-services/>

## WIL 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.

Students should be able to demonstrate critical thinking, clinical reasoning and reflect on/in practice, across a variety of health conditions across various settings. Specifically, students should;

- Provide safe, appropriate, quality care
- Coordinate care (within a team and individually)
- Conduct comprehensive assessments
- Plan and prioritise care responsive to patients' needs
- Monitor, revise and evaluate care
- Demonstrate evidence-based and culturally appropriate care
- Communicate with individuals, family, significant others, colleagues and teams
- Conduct and present clinical handover
- Use a time management tool

Demonstrate examples of:

- The art of nursing
- Exposition of professional growth and identity as a nurse through personal changes
- Future approach to engaging with the profession and continued professional development
- Teaching and guiding others

## UNIT LEARNING OUTCOMES

Students will be able to:

1. Demonstrate critical thinking to analyse nursing practice
2. Determine safe, appropriate and responsive nursing practice to a variety of patient conditions and settings
3. Demonstrate an awareness of therapeutic and interprofessional relationships in a number of contexts
4. Reflect on systematic assessment, and relevant data, to determine priorities of care in a holistic and culturally responsive and respectful manner

# 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 their Clinical Teacher in the first instance and email the WIL unit [health.wil@scu.edu.au](mailto:health.wil@scu.edu.au). The student must also submit a Work Integrated Learning Attendance Variation Application in **Sonia** > *Forms tab*.
- Where a student is absent during 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. The student must also submit a Work Integrated Learning Attendance Variation Application in **Sonia** > *Forms tab*.
- 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 a WIL Attendance Variation Application. This may, however, mean a delay of up to a year in completing your course.
- To request adjustments or to formalise any record of absence, you must submit a WIL Attendance Variation Application (AVA) online in **Sonia** > *Forms tab*.
- Further information can be found on the WIL website <https://www.scu.edu.au/health/work-integrated-learning/course-specific-information/>

## 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 practice for registered nurses and student registered nurses and allow the student to be assessed within the clinical setting, on their ability to safely and effectively practice at a third-year level and verify that they are registration ready.

## WIL: Nursing Practices 3 - ASSESSMENT TASKS

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

1. **Completion of all Professional Experience Placement Hours** (280 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 must 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. If this task is not completed, you may receive an INC for the placement.
7. Successful completion of **CORE skills within your scope\*** is a requirement.

\*refer to scope of practice for level



## 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.

During 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 must be completed in your **e-portfolio on Blackboard** and submitted to your Clinical Teacher on the days they 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

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

## 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

## 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"> <li>• Oral</li> <li>• SC/IM</li> <li>• IV</li> </ul>				
*VITAL SIGNS <ul style="list-style-type: none"> <li>• BP</li> <li>• Pulse</li> <li>• Respiratory Rate</li> <li>• Temperature</li> <li>• Pulse Oximetry</li> </ul>				
*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 Professional Experience Leader for guidance and a Developmental Learning Plan to be set in place immediately or prior to the next placement.

# 2025 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) (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 visits & 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