



CLINICAL WORKBOOK

Graduate Entry Master of Nursing DT4 2026

Work Integrated Learning (WIL) NURS5015 Community Partnership

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Faculty of Health
Southern Cross University
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Acknowledgments

The Southern Cross University community acknowledges that 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 trauma-informed, 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

NURS5015 Community Partnership

Welcome to the WIL placement of NURS015 Community Partnership. This WIL placement is an integral component of the NURS5015 Community Partnership Unit and builds on the knowledge and skills gained in the Unit.

The placement aims to develop their ability to use partnership techniques to work with individuals, groups, families, and priority populations to address healthcare and social inequalities, build healthy communities, and promote and improve wellbeing. Students are encouraged to reflect on their practice and consider how nurses can act as global citizens by contributing to planetary health care systems through the principles of impactful partnership. This placement will also enable students to integrate and consolidate nursing skills and to apply content knowledge as they progress through the Master of Nursing program. The learning outcomes and assessment items relate directly to the NMBA Registered Nurse Standards for Practice (2016).

In this placement, 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 placement will provide students with the opportunity to apply the principles of primary healthcare, health education, public health, and health promotion, and to develop assessment and intervention skills, including interpersonal skills. During this placement, students are expected to apply, where relevant, the skills and knowledge they 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 under the supervision of an RN.

The ANSAT (Australian Nursing Standards Assessment Tool) will be used to assess students' ability to meet the Registered Nurse Standards for Practice at an appropriate level of practice as student RNs, working towards attaining graduate competence. The Clinical Teachers, with some input from the Unit Assessor, Phase Lead, and Work Integrated Learning Academic Coordinator (WILAC), will evaluate all listed assessment requirements. The Unit Assessor will award the final placement result.

WIL 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 well-being will help you hold space for others with presence, integrity, and humility.

IMPORTANT SCU CONTACTS

NURS5015 Community Partnership Unit Assessor

Dr Hanh Dao | hanh.dao.tran@scu.edu.au

[Teams call: +61266203136](tel:+61266203136)

Graduate Entry Masters Course Coordinator

Dr Andrew Woods | MN.GE.CourseCoord@scu.edu.au

Nursing Discipline Chair

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

The Work Integrated Learning Coordinator (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.

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

Nursing Phase Leads are responsible for

- supporting students' well-being and progression through the nursing degree. The Phase Leads are available to discuss any issues affecting your studies, whether personal or academic.

Kaylene Barchetta and Dr Bernadine Romero | phaseleads@scu.edu.au

Work Integrated Learning (WIL) Unit

wil.nursing@scu.edu.au | **Ph 07 5589 3439**

SCU Student Counsellors

In hours enquiries: **1800724357**

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

Link: [Counselling Services: Improving mental health and wellbeing - Southern Cross University](#)

NURS 5015 COMMUNITY PARTNERSHIP

UNIT LEARNING OUTCOMES

On completion of this unit, students will be able to:

1. Articulate an advanced and integrated understanding of partnership models of care for nursing with particular reference to working with priority populations
2. Critically appraise the impact primary health care principles and public health have on health outcomes locally, nationally, and internationally
3. Apply complex concepts of communication and cultural safety that contribute to impactful partnerships, particularly with priority populations
4. Critically appraise how Planetary Health will impact future nursing practice

WIL NURS5015 LEARNING OUTCOMES

Upon completion of this placement, the student should be able to demonstrate a range of complex nursing skills in the care of patients/clients and apply the content knowledge acquired through their continued progression in the MN program. Specifically, students will be able to apply primary health care and public health principles, advanced communication strategies, and partnership-based models of care when working with individuals, families, communities, and priority populations. Through critical reflection on practice, students will evaluate the influence of social, cultural, environmental, and planetary health determinants on health outcomes and future nursing practice within acute and community-connected healthcare settings.

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

1. Provide safe, appropriate, quality care
2. Co-ordinate care (within teams and as individuals)
3. Conduct comprehensive assessments
4. Plan and prioritise care responsive to patients' needs
5. Monitor, revise and evaluate care
6. Demonstrate evidence-based and culturally appropriate care
7. Communicate with individuals, family, significant others, colleagues and teams
8. Conduct and present clinical handover
9. Use a time management tool

CLINICAL ATTENDANCE AND PROFESSIONAL BEHAVIOUR

Your WIL Placement for NUR5015 is **120 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 in SONIA by the clinical teacher.

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** at wil.nursing@scu.edu.au, which will notify the clinical teacher on the student's behalf.
- 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 before 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 coordinating clinical placements is a challenging task involving a number of agencies; 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, the student is unable to undertake placement during the allocated period, the student must complete an **Attendance Variation Application (AVA)**. This may, however, mean a delay of up to a year in completing your course. An AVA needs to be completed within 48 hours of the first day you miss placement. 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, along with supporting documentation. Please refer to the AVA for the approval criteria and the required supporting documentation.
- Within two weeks of your absence, you will receive a warning from your UA and Phase leads if your AVA has not been received or approved. Failure to respond will place you at risk of failing the unit.

ASSESSMENT

During the WIL placement, the ANSAT will be used to assess students' ability to demonstrate competence at specified levels of practice towards attaining graduate competence. Students must successfully complete each listed item to receive a Satisfies Requirements (SR) for WIL.

1. **WIL Placement Hours** (160 hours): completed. Student timesheets need to be verified by Clinical Teachers/Facilitators.
2. **Professional Code of Conduct Form** -completed (SR/NSR/INC)
3. **ANSAT** -Formative and Summative assessments completed; 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. **Clinical Teacher/Student Interview:** completed. Students need to set several personal and professional goals for this clinical placement. During the first day of placement, they are to establish a time to meet with their clinical teacher to discuss these goals and the opportunities to achieve them. These goals should include at least two personal goals and at least two clinical goals for the duration of the placement. These goals must be aligned with the NMBA standards of practice for Registered Nurses and completed before the student/clinical teacher interview (i.e., before the commencement of placement).

5. **Several Specific Applied Nursing Skills** completed. Students have the opportunity to perform a variety of nursing skills in their various 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 individual learning opportunities based on the type of health care agency to which they are assigned. Students may also request that preceptor RNs complete a Record of Clinical Skills Undertaken if this tool is useful for communicating practice to the clinical facilitator. There will be no predetermined number or type of nursing skill to be performed. The Clinical Teacher (or RN nominated) will supervise, assist and give feedback to students when they are performing applied nursing skills.

6. **Appropriate Clinical Reflections:** completed. Students will be expected to complete clinical reflections at least once per week using SPROUT (see page 8 for a detailed explanation and refer to the Blackboard 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 Clinical Teacher's discretion 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.

These assessments will be completed in SONIA by the Clinical Teacher/Facilitator. Student **MUST pass their WIL placement to attain a minimum final grade of pass** in NUR5015 Community Partnership. If students are not meeting the minimum expected competency levels on their Formative ANSAT assessment, their Clinical Teacher/Facilitator will consult with your Unit Assessor and initiate a Clinical Learning Plan (CLP). A CLP aims 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

practice as an undergraduate nursing student. Meeting these requirements will enable the student to meet the WIL assessment requirements.

ADDITIONAL REQUIREMENTS

Student/Clinical Teacher Interview – Day 1

Every student is assigned a Clinical Teacher to monitor their performance during placement and serve as a resource person for 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 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, as well as your compilation of workbooks from any previous placement in the Graduate Entry Master's of Nursing degree.

Clinical Reflections

According to the NMBA RN Standards for Practice (2016), all nurses are expected to be reflective practitioners and to undertake self-evaluation. During this placement, you will be required to complete clinical reflections at least once a **week**. During your WIL, you will complete your reflections using the **SPROUT** system.

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 practice and beliefs?

[How-to video available here](#)

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; if so, you will need to do so 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 required to wear the full SCU uniform whilst attending WIL unless otherwise requested by the health organisation. The following link includes information on uniform requirements: [Faculty-of-Health-Guideline-Nursing-Uniform.pdf](#). If your facility requests that you wear civilian clothing, please seek guidance on the appropriate professional, smart-casual attire 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 the circumstances.

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 its 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.

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/view-current.php?id=468&version=4>

Assessment, Teaching and Learning Policy <https://policies.scu.edu.au/document/view-current.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: _____

[illegible]

Graduate Entry Master of Nursing (GEM) 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 (Including awareness and management of NGT and PEG feeding – NOT insertion or removal)
- Fluid balance and charting
- Vital signs (temperature, respiratory rate, pulse, blood pressure, SPO2) – measurement and documentation
- Pain assessment
- ISBAR communication framework
- Overview of the Australian healthcare system
- Historical perspectives of nursing and healthcare
- Cultural safety
- Introduction to palliative assessment
- Death and dying
- Growth and development across the lifespan
- Mental health narratives
- Understanding healthcare and health promotions for children, young people, and families
- Grief, mourning and loss
- Application of anatomy and physiology knowledge
- The patient's story
- Development of a therapeutic relationship
- Sleep and rest

Units of study completed prior to placement

NURS5012 Health Assessment Across the Lifespan (WIL120 hours)
This is the first placement for the GEM students

- 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
- Neurological and Neurovascular assessment, care, and documentation
- Fluid balance and charting - Urinalysis
- Oxygen therapy
- ECG recording and monitoring
- Aseptic technique
- Wound care (assessment and dressing of simple wounds, not IV access devices)
- Diabetic management
 - Sliding scale insulin
 - Blood glucose levels
- Oral suctioning
- Delirium states, dementia, and depression – Assessment and care
- Models of disability care
- Introduction to mental health assessment

NURS5011 Chronic Health and Disability Across the Lifespan (WIL120 hours)

Continuation of all knowledge and skills from NURS5012 placements

- Assessment & management of chronic pain
- Respiratory assessment, care, and documentation:
 - Respiratory exercises
 - Investigations and diagnostics
- Stomal therapy
- Wound care (assessment and dressing of complex wounds, not IV access devices)
- 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
- ECG interpretation
- Assessment and management of intoxication and withdrawal states
- Intro 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

- 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)
 - Awareness of PICC line management (Not including dressing changes, can administer medications and fluids)
- Mental health assessment, risk assessment and decision-making
- Mental health/illness/disorder as a co-morbidity
- Self-harm, overdose, and suicide risk assessment
- Assessment and management of personality disorders
- Psychopharmacology



Graduate Entry Master of Nursing (GEM) 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 portacath- Not including dressing changes, can administer medications and fluids)
- 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

