



**Southern Cross  
University**  
Faculty of Health

# CLINICAL WORKBOOK

## Graduate Entry Master of Nursing 2026 Work Integrated Learning (WIL)

NURS6001

Clinical Nursing II

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Faculty of Health  
Southern Cross University  
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East Lismore NSW 2480

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## **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 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: Clinical Nursing II: **NURS6001**

The aim of this placement is to provide students with the opportunity to apply learning 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 Master of Nursing program.

This clinical practice placement builds on the knowledge and skills gained in Clinical Nursing I to enable students to further develop their critical thinking and safe practice in the management of the deteriorating patient in the acute inpatient care setting. Practice in laboratory sessions, and simulated rehearsal, will prepare students to safely assess and manage the care of a patient in the acute inpatient care setting.

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, medication administration, and safe clinical practice.

Students will be placed in a suitable clinical agency under the supervision of a Clinical Teacher/Preceptor for a total of 160 hours (4 weeks). This WIL placement forms an integral component of the unit of study '**NURS6001: Clinical Nursing II**'.

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 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

### Clinical Nursing II Unit Assessor

Dr Andrew Woods | [andrew.woods@scu.edu.au](mailto:andrew.woods@scu.edu.au)

### Course Coordinator – Graduate Entry Masters

Dr Andrew Woods | [Andrew.woods@scu.edu.au](mailto:Andrew.woods@scu.edu.au)

### Nursing Discipline Chair

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

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

[WILAC.nursing@scu.edu.au](mailto: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](mailto: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](mailto: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](http://Counselling%20Services%3A%20Improving%20mental%20health%20and%20wellbeing%20-%20Southern%20Cross%20University)

## UNIT LEARNING OUTCOMES

### WIL NURS6001 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 Masters program. Specifically, students should be able to:

1. critically analyse a range of patient data to determine appropriate actions to be taken in the management of a deteriorating patient
2. integrate principles of safe medication practice, including numeracy competency, in managing the acute patient condition
3. critically reflect on the professional and clinical role of the nurse in the context of the acute care setting
4. demonstrate advanced judgement and a variety of effective nursing skills

In addition, students will be able to demonstrate the ability to critically think, clinically reason and reflect on/in practice, within an acute health care setting, to:

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

## CLINICAL ATTENDANCE AND PROFESSIONAL BEHAVIOUR

Your WIL Placement for NURS6001 placement is 160hrs. 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](mailto: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](mailto: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 NURS6001: Clinical Nursing II.**

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 practice as an undergraduate nursing student. Meeting these requirements will enable the student to meet the WIL assessment requirements of **NURS6001: Clinical Nursing II**.

## **WIL NURS6001- 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** (160 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:

- At least two personal goals for the duration of the placement
- At least 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 NURS6001 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 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 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 Masters 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-Guideline-Nursing-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/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

<b>Personal Goals For Placement (SMART)</b>				
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.				
<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

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

## Master of Nursing (Graduate Entry) Year 1

### Units of study completed prior to placement

NURS5009 The Health Narrative Across the Lifespan  
NURS5010 Introduction to Clinical Practice  
PHAR2001 Introductory Pharmacology  
INDDG002 Health and Indigenous Peoples

### Knowledge and skills acquired from previous units of study

- Introduction to pharmacology
- Infection control, including standard precautions like hand hygiene, Personal protective equipment (PPE), and signage
- Legal and ethical practice
- Communication
  - Providing personal hygiene
  - Introduction to urinary catheter
  - Bowel care and elimination
  - Skin assessment
  - Pressure area care
  - Assessment of and assisting with mobility
  - Manual handling
  - Occupational Health & Safety (OH&S)
  - Nutrition and hydration
  - Fluid balance and charting
- Vital signs (temperature, respiratory rate, pulse, blood pressure, SPO2) – measurement and documentation
- Pain assessment
- ISBAR communication framework
- Overview of the Australian healthcare system
- Historical perspectives of nursing and healthcare
- Cultural safety
- Introduction to palliative assessment
- Death and dying
- Growth and development across the lifespan
- Mental health narratives
- Understanding healthcare and health promotions for children, young people, and families
- Grief, mourning and loss
- Application of anatomy and physiology knowledge
- The patient's story
- Development of a therapeutic relationship
- Sleep and rest

### Units of study completed prior to placement

NURS5012 Health Assessment Across the Lifespan (WIL120 hours)  
This is the first placement for the Master of Nursing (Graduate Entry) students and covers the following Knowledge and skills

- Application of anatomy and physiology knowledge
- Health Interview
- Documentation of care
- Numeracy – calculating medication dosages (oral and parenteral)
- Medication administration:
  - Oral, topical, intraocular, aural, inhalations
  - Parenteral – IM, subcutaneous, intradermal (NOT IV)
  - Asepsis for medication administration
  - Schedule 2-4 Dangerous Drugs (under direct RN supervision)
- Abdominal assessment
- Respiratory assessment
- Oxygen therapy
- ECG recording and monitoring
- Aseptic technique
- Wound care (assessment and dressing of simple wounds)
- Diabetic management
  - Sliding scale insulin
  - Blood glucose levels
- Oral suctioning
- Delirium states, dementia, and depression – Assessment, differentiation and care
- Models of disability care
- Introduction to mental health assessment

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

#### Continuation of all knowledge and skills from NURS5012 placements

- Assessment and management of chronic pain
- Respiratory assessment, care, and documentation:
  - Respiratory exercises
  - Investigations and diagnostics
- Stomal therapy
- Wound care (assessment and dressing of complex wounds)
- Urinary care:
  - Urinalysis
  - Catheterisation (insertion/removal)
  - Nephrostomy tubes, ureteric stents, ileal conduits
  - Care of clients with renal failure, understanding the principles of dialysis
  - Asepsis related to urinary care
- Fluid and electrolyte assessment, care, and documentation
- ECG interpretation
- Assessment and management of intoxication and withdrawal states
- Introduction to the clinical reasoning cycle
- Mental health/illness/disorder as a comorbidity

### Units of study completed prior to placement

NURS5014 Clinical Nursing I  
NURS5013 Evidence-Based Mental Health Nursing (WIL 80 hours)  
Continuation of all knowledge and skills from NURS5011 and NURS5012 placements

- Awareness of PICC lines
- Understanding PCA management, patient education, and documentation
- Preparation for, care of, and documentation relevant to pre-operative, intra-operative, and post-operative journey through to discharge
- Management, asepsis and assessment of intravenous therapy using IV peripheral lines
- NG tube insertion and management
- Management of sutures and staples, including removal
- Awareness of advanced/complex wound management
- Haematology assessment and transfusion of blood products
- Medication administration:
  - IV medication and fluid management, including fluid balancing
  - SB Medication administration (as a third person checker – administration as per hospital policy)
- Mental health assessment, risk assessment and decision-making
- Mental health/illness/disorder as a comorbidity
- Self-harm, overdose, and suicide risk assessment
- Assessment and management of personality disorders
- Psychopharmacology



## Master of Nursing (Graduate Entry) Year 2

### Units of study completed prior to placement

NURS5016 Nursing Research  
HLTH3005 Interprofessional Health Practice  
NURS5015 Community Partnerships (WIL 120 hours)  
NURS6001 Clinical Nursing II (WIL 160 hours)

#### Continuation of all knowledge and skills from NURS5011, NURS5012, NURS5013 placements

- Advanced respiratory assessment, clinical management, intervention, and documentation
- Acute coronary syndrome clinical management, intervention, and documentation
- Cardiac monitoring, assessment, care, and documentation
- Neurological assessment, care, and documentation
- Neurovascular assessment, care, and documentation
- Level of consciousness (LOC)/Intracranial pressure (ICP)/Acute spinal cord injury (SCI) Assessment of the client in the home
- Home visitations and patient education
- Australian screening programs
- Community assessment
- Health promotion
- Health maintenance for vulnerable populations, including Indigenous Peoples
- Model 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)
- 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

\*First year students are NOT to prepare or administer Schedule 8 medications

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