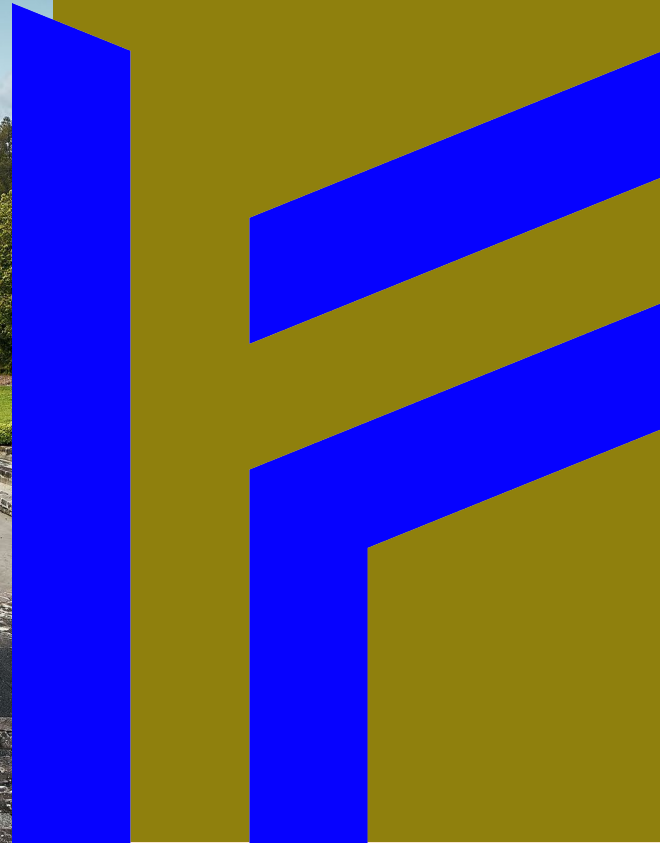


Bachelor of Nursing Clinical Placement Student Guidelines



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Appendix A: Clinical Skills List

Section 1: Contacts

1.1 Clinical Placements Team Contacts

Clinical Placements, Lead (Nursing)

Kylie Lowe, k.lowe@federation.edu.au

T +61 3 8780 5743

Berwick Campus

Clinical Coordinator: Jessica Clack, j.clack@federation.edu.au

T +61 3 8768 5541

Churchill Campus

Clinical Coordinator: Michelle Hibberson, michelle.hibberson@federation.edu.au

T +61 3 5122 6568

Mt Helen Campus

Clinical Coordinator: Nissy Thomas, ns.thomas@federation.edu.au

T +61 3 5327 8472

1.2 Work Integrated Learning Team

Email: Health.Placements@federation.edu.au

Use your full name and student number in the subject line

1.3 Federation University Student Counselling Services

Contact details:

Telephone: (03) 5327 9470

Email: counselling@federation.edu.au

Students can access urgent mental health support via the **Federation University Crisis Line**

1300 758 109

or if outside Australia please send an SMS to **+61 480 089 177** and request a call back. **This service operates 24hrs, 7 days a week.**

<https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/advice-and-counselling/other-supports>

Section 2: Introduction

2.1 Work Integrated Learning (WIL)

Clinical placement (also known as WIL or Professional Experience Practice, PEP) is a **compulsory part** of your course. It allows you to apply theoretical knowledge in real-world settings and is essential for registration with AHPRA.

- Placements run **year-round**, including semester breaks, school holidays, and public holidays.
- Do **not** make personal commitments until your placement is confirmed on Inplace.
- Placement locations may include **remote, rural, regional, metropolitan** and occasionally interstate/international settings are offered via expression of interest.
- Students **must not** arrange their own placements.
- Students must declare areas of conflict eg) their current workplace

2.2 Academic Prerequisites

Before attending placement, students must:

- Complete all academic and clinical preparation labs (**100% clinical laboratory attendance is required to be eligible for clinical placement**)
- Pass clinical assessments (e.g. CSA)
- Always carry mandatory documentation during placement.
- Attend mandatory orientation (online or in-person). Failure to attend or complete modules will **result in cancellation of your placement and a delay in course progression.**

Placement is a *graded hurdle requirement*—failure to meet requirements results in failure of the unit.

2.3 Inherent Requirements

Federation University supports diverse learners and is committed to providing equitable access to all programs and units. Reasonable adjustments may be made to support students with diverse needs; however, most core requirements for clinical placements **cannot be adjusted**. These are known as **inherent requirements**—the essential skills, attributes, and abilities needed to meet the learning outcomes of your degree.

Please see [here](#) for an outline of Inherent Requirements

Protected Attributes:

Under the **Fair Work Act**, there are protected attributes such as but not limited to race, religion, pregnancy and others. Please see [Fair Work Act](#) for a list. The Act provides the legal framework that governs employment in Australia by setting minimum workplace standards and regulating employer–employee relationships.

Students are entitled to access prayer and sacred spaces at venues where they undertake clinical placements. If you're unsure of the location, please speak with your educator or contact your Clinical Coordinator for guidance.

Students who are pregnant must:

- Not attend Clinical Placement and Clinical Labs within 6 weeks before or after their expected due date
- Provide a medical certificate confirming expected due date and a fitness for practice if requested
- Notify their Clinical/Unit Coordinator as soon as possible to facilitate appropriate placement allocation.
- Failure to notify Clinical/Unit Coordinator could delay your course progression.

Please notify your Clinical Coordinator **before placement allocations are released** or as soon as circumstances arise (e.g. pregnancy) so adjustments can be made prior to the release of placement allocations. *If your placement allocation is released before you alert University staff, and you are unable to complete your allocation, this may delay your course progression and graduation.*

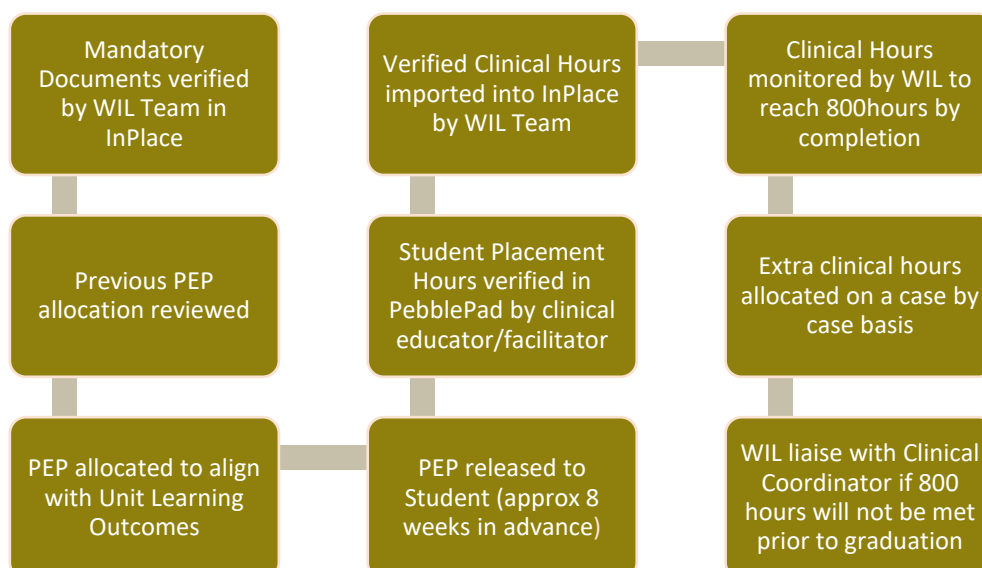
Students are entitled to access breastfeeding and pumping facilities at the venue where they are undertaking their clinical placement. If you're unsure of the location, please speak with your educator or contact your Clinical Coordinator for assistance.

2.4 Placement Allocation Process

Placements are allocated based on:

- Unit objectives
- Year level
- Availability across health agencies

You will receive placement details via **InPlace**.



Section 3: Clinical Placement Requirements

3.1 Mandatory Documentation

To attend clinical placement, you must submit the following documents via InPlace, as required by the Victorian Government, health agencies, and Federation University **before census date**:

Required Documents:

- Current Police Check- If your Police Check contains any disclosable outcomes, you are required to notify the Clinical Coordinator promptly.
- Current Working with Children Check
- Overseas Criminal
 - Been a citizen or permanent resident of another country, or
 - Lived continuously in another country for 12+ months
- Aged Care Statutory Declaration
- Dept of Health Student Undertaking Form
- Inherent requirements declaration
- Immunisation History
- Consent Form to Hold and Release Student Information
- Annual Flu Vaccination
- Student Placement Agreement
- Work Integrated Learning Declaration
- Hand Hygiene Certificate
- NDIS Clearance Check
- COVID-19 Vaccination Certificate and Boosters (as per ATAGI and University guidelines)
- Mask Fit Testing (valid for 12 months)

Bring all documents to placement in a professional folder.

Failure to submit documents by the census date will result in **removal** from the placement unit and failure of the unit.

Census Dates:

- **Standard Semester 1st Year:** Saturday August 15th, 2026
- **Mid-Year Intake 1st Year** Monday February 9th, 2026
- **Early Semester 2nd & 3rd Year:** Saturday February 28th 2026

Section 4: Student Responsibilities

4.1 Personal Issues

Clinical placement is a **compulsory part** of your unit and must take priority.

- Placements cannot be arranged around personal commitments (e.g. weddings, family holidays, Public Holidays, Religious Holidays, work schedules, caring responsibilities).
- Long commutes and shift work during placement are strongly discouraged for safety reasons.
- Subsidised accommodation may be available for rural/regional placements. Please book your accommodation early to avoid disappointment. Placement allocation cannot be changed because you did not organise accommodation.
- The University does not support students working regular shifts during placement.

4.2 Financial Issues

You are responsible for costs related to placement, including:

- Travel (reliable transport)
- Parking
- Accommodation

Scholarships and grants may be available to support eligible students. Check the Federation University website for details.

See here <https://federation.edu.au/scholarships>

For information about the Commonwealth Prac Payment supporting students through placement, please see [here](#)

4.3 Professional Behaviour

As a Federation University health student, you are registered with **AHPRA** and must comply with:

- Discipline-specific Code of Ethics, Code of Conduct, and Scope of Practice
- Federation University policies and procedures
- Social Media Guidelines
- Requirements of your clinical placement provider

Please review [AHPRA Nursing Code of Conduct](#) and [Federation University Student Code of Conduct](#)

4.4 Punctuality

Being on time is essential for safe and professional practice.

- Arrive **15 minutes early** to your placement each day.

- If you're running late or unable to attend, notify both the clinical venue and the University immediately.
- Repeated lateness may result in a Clinical Support Agreement and affect future placement eligibility.

4.5 Presentation & Uniform

Your appearance must reflect professionalism and comply with OH&S and Universal Infection Control standards.

- Always wear your student ID clearly (Clinical Placement is a University Assessment)
- Follow the official uniform guidelines unless your placement specifies otherwise.
- Improper attire may result in being sent home and marked absent.

Uniform Guidelines:

Please purchase from [FedStore](#)

Uniform requirements	
Item	Requirement
Scrubs	No long sleeve tops / and no skivvy under scrub top
Cardigans	Navy/black – only worn to/from placement
Socks	Navy/black
Shoes	Black, closed-toe leather with non-slip sole (OHS requirement)
Headwear	Plain-coloured headscarf/ hijab/ turban (for religious reasons)
Name Badge	Please purchase from FedStore. Required for all shifts

Additional Appearance Standards:

- Hair: Clean, tied back if long
- Facial Hair: Clean-shaven (for mask fit compliance)
- Nails: Short, clean, no polish, shellac, or acrylics
- Jewellery: Only plain wedding band, small studs/sleepers, fob watch
- No wristwatches or bracelets of any kind during placement
- Uniforms must be laundered after each shift
- Maintain personal hygiene at all times, (e.g. shower after every shift, wear deodorant, anti-perspirant, refrain from cologne or perfume that is too strong)
- Avoid passive nicotine/vaped aromas sensed by patients and staff

Third year students, please see opportunity to sell your second-hand uniforms at the end of the year.

4.6 Conduct

You must maintain safe, respectful, and ethical behaviour at all times.

Key expectations:

- Identify yourself as a student and gain informed consent from patients
- Maintain confidentiality
- Work within your scope of practice
- Interact respectfully with staff, patients, carers, and families
- Seek and accept feedback professionally
- Follow all health agency policies and procedures

You are accountable to your clinical educator, supervisor, and placement provider. Misconduct may result in withdrawal from placement and failure of the unit.

Immediate Withdrawal from Placement and Unit Failure will Occur For:

- Unsafe behaviour
- Unprofessional conduct
- Actions that bring the University or profession into disrepute
- Practicing **outside your scope**

Federation University follows **NMBA Mandatory Reporting Guidelines**. All staff and students must report **notifiable conduct**.

[Guidelines for Mandatory Reporting](#)

Negligent behaviour is not covered by University insurance and may result in legal action.

4.7 Alcohol & Drugs

Students must **not** attend placement under the influence of alcohol or drugs.

- This will result in immediate withdrawal and failure of the unit
- The incident will be reported to AHPRA under mandatory reporting guidelines

Smoking and the use of e-cigarettes (vaping) is prohibited within four metres of the entrances to all public hospitals and registered community health centres.

4.8 Confidentiality

You must comply with the Privacy Act and AHPRA Social Media Guidelines.

- Do not discuss or post anything about patients, staff, or agencies online or in public spaces
- Do not discuss patients, staff or incidents witnessed with friends or family or persons (including students) not privy to the information, patient or incident
- Do not copy or photograph patient notes
- Do not remove documents with patient details from the facility

Breaches of confidentiality may result in termination of placement and a disciplinary hearing

4.9 Electronic Devices

Use of electronic devices during clinical placement is not permitted, unless directed to by facility.

- Mobile phones must be switched off or on silent during placement hours
- Do not use phones for personal calls, messaging, or social media during shifts
- Devices may only be used for clinical learning purposes if approved by your supervisor
- Taking photos or videos in clinical settings is strictly prohibited
- Inappropriate use of electronic devices may result in removal from placement and disciplinary action

[AHPRA Social Media Guidelines](#)

4.10 Scope of Practice

As a student, you must only perform clinical skills that have been taught within your current program.

- Always seek **direct supervision** for all care provided, regardless of your confidence level.
- Refer to the appendix for skills you have been taught and practiced in the clinical labs for a detailed outline of scope of practice for your Unit.

Direct supervision is when the supervisor is actually present and personally observes, works with, guides and directs the person who is being supervised (ANMAC).

Please see [here](#) for definition of direct and indirect supervision.

Please refer to Appendix A for a list of clinical skills taught within your Unit

4.11 Infection Control

You must comply with:

- Australian Commission on Safety and Quality in Healthcare Guidelines (2019)
- Federation University infection control policies

- Chief Medical Officer directives

During patient care, follow Aseptic Non-Touch Technique (ANTT) protocols.

4.12 Manual Handling

You are responsible for:

- Maintaining competency in safe manual handling techniques
- Using manual handling equipment correctly and safely
- Complying with facility-specific procedures during placement

4.13 Injuries While on Placement

If you experience an incident or injury (including needlestick injuries) during clinical placement:

1. Complete the Riskman for the Health service with your Clinical Educator.
2. The clinical educator sends a copy of the Riskman to the Clinical coordinator, to then be uploaded to Donesafe.
3. Alternatively, the student can directly report the incident or injury through in Donesafe, by logging in with their university credentials and email the incident to your Clinical Coordinator for further guidance and support.

Prompt reporting ensures your safety and allows the University to follow up appropriately.

4.14 Fit to Practice

Enrolling in a clinical unit means you are fit and ready to undertake placement that semester.

- If you are unfit prior to semester, do not enrol in the unit
- If you become unfit during semester, apply for Special Consideration if you meet criteria.
- You must provide a Fit to Practice certificate stating you can complete full duties with no restrictions if you have applied for Special Consideration (You cannot attend placement wearing a moonboot, crutches, plaster cast, sling/immobiliser or other supportive equipment)
- Please note, if you are unable to complete your allocated placement, this can affect your course progression and delay graduation.

Section 5: Rosters

5.1 Roster Distribution and Expectations

- The University does not create clinical placement rosters
- Some health agencies may provide rosters on your first day
- Rosters (if available) will be emailed to your student email
- Check your email regularly for updates or changes
- Rosters **cannot be** tailored to individual personal requests including, but not limited to childcare requests, work commitments, social engagements or personal preferences

Do not contact placement providers to request roster changes. Rosters are designed for equity and consistency in learning and assessment.

5.2 Attendance Requirements

You must attend **all rostered shifts**, including:

- Morning, afternoon, night duty
- Weekends and public holidays
- Monday to Sunday (clinical week)

First-day details are available in InPlace under the *Shared Documents* tab.

5.3 Contacting the University About Rosters

If you have a genuine concern regarding your roster allocation, you must contact your Clinical Coordinator, DO NOT contact the facility where you are allocated your placement.

Section 6: Documentation and Assessment

6.1 ANSAT and PebblePad Requirements

Clinical educators/supervisors will monitor your attendance and performance during clinical placement. Your Australian Nursing Standards Assessment Tool (ANSAT) and attendance records are completed via the Pebble Pad platform. *Students are required to familiarise themselves with the platform BEFORE attending placement, ensuring they access the correct workbook in preparation to share with their clinical venue educator/preceptor/facilitator.*

Information pertaining to access, sharing and utilisation of the Pebble Pad platform can be found in the Moodle shell of each unit that has clinical placement attached. Students are expected to utilise these resources prior to placement so that they are familiar with the following steps:

1. Students access Pebble Pad information and resources in the Clinical Placement Moodle site
2. Students open and save the correct workbook to Atlas in PebblePad for their clinical placement. *****Second year students, please be aware and share correct workbook ONLY*****

3. Students share the relevant workbook with their preceptor/clinical facilitator within 3 days of commencing placement.

4. At the completion of placement students are to ensure that both formative and summative ANSATS are completed, ANSATS must be completed by a Registered Nurse (RN) only.

Enrolled Nurses (ENs) or Graduate RNs cannot complete ANSATS.

(If you have a split placement, complete your formative ANSAT at the completion of the first placement allocation, and the Summative ANSAT at the completion of your second placement)

5. Students are to ensure their clinical hours are correctly entered on their timesheet and are verified by preceptor/clinical facilitator.

Clinical Hours not verified = Clinical Hours do not count towards your minimum 800 and will need to be repeated

6. Students are to upload supporting documentation if they have been absent during their placement.

7. Unit coordinators will grade your ANSATS from Pebble Pad.

8. Work Integrated Learning team will upload your verified clinical hours into InPlace.

Please ensure you attend PebblePad education sessions and access resources in Moodle and via link here [PebblePad Student Instructions](#)

Familiarise yourself with the ANSAT tool and Behavioural Cues [here](#)

Section 7: Missed Days / Non-Completion of Clinical Hours

7.1 Minimum Hour Requirements

AHPRA requires:

- Bachelor of Nursing students to complete a **minimum 800 hours** of clinical placement

The WIL Office tracks your hours, but you are expected to:

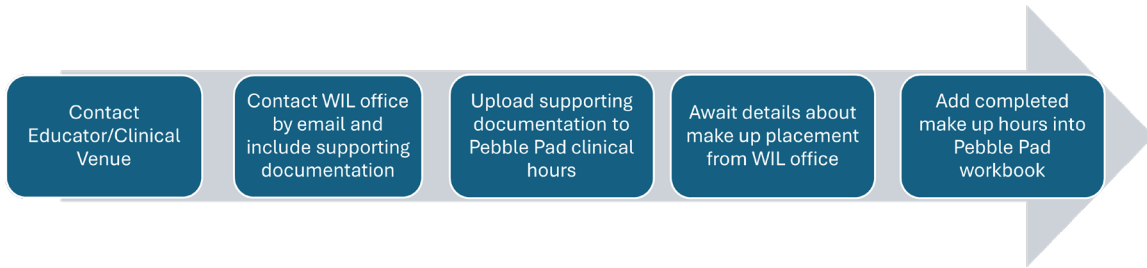
- Record attendance in **PebblePad**
- Ensure your attendance is *verified* in PebblePad at the completion of your placement

7.2 Notification Process for absence

If you are absent:

- Notify both the placement provider and University for each missed day of placement
- Call your ward area, notify your educator, email your Campus Clinical Coordinator *and* Health.Placements@federation.edu.au
- Upload supporting evidence (e.g. medical certificate) to PebblePad for verification

Follow the outlined **notification process** for any absences.



Do not arrange your own make up shifts. Once your submitted evidence to support your absenteeism is verified, make-up shifts will be arranged by the WIL Office at a later date. Please note, if you are unable to complete your allocated placement due to illness, injury or surgery, this can affect your course progression and delay your graduation.

7.3 Clinical Placement Hours Eligibility Table

Please **see below table** that outlines eligibility to have your completed clinical hours counted towards the *minimum 800 hours* required to complete your degree if you are absent during your allocated placement

Clinical Placement Hours Eligibility Table

Total Required Hours	Completed Minimum 50%?	Special Consideration Submitted?	Formative ANSAT Completed?	Hours Eligible to Count Toward 800?
Allocated placement hours per InPlace	✓ Yes	✓ Yes	✓ Yes	✓ Yes

If you do not complete a minimum of 50% of your Clinical Placement hours for a single placement block, and receive your Formative ANSAT, you will need to repeat the clinical placement including any placement hours you have already undertaken. Please note, this can delay your course progression and graduation.

Example:

Unit Code	Facility	Total Hours	Minimum Hours Required	Special Consideration Approved?	Formative Completed?	Hours eligible to count?
NURBN2022/2104	Cabrini	120	60+ completed	Yes	Yes	Yes

NURBN2022/2104	Cabrini	120	Less than 60 completed	Yes or No	No	No
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7.4 Special Consideration

Grounds for Special Consideration:

Applications **will only** be considered for:

1. Medical reasons – hospitalisation for **serious illness/injury**
2. Compassionate grounds – death of a significant other, relationship breakdown
3. Hardship/trauma – victim of crime, sudden loss of income/employment
4. Other – emergency services duty, military or jury service

Requests based on personal circumstances (e.g. holidays, social events, school holidays, work commitments, family or child caring commitments, minor ailments) will not be accepted.

If you have engaged with Learning and Disability Services, any supportive documentation must be submitted

If you believe your circumstances meet the criteria for Special Consideration, you must submit a timely application with supporting evidence.

Forms are available on the Federation University website. Follow submission instructions carefully.

Please note, if your Special Consideration is approved and you are unable to complete your allocated placement, this can affect your course progression and delay your graduation.

Section 8: Family and Domestic Violence

Family and domestic violence is any violent, threatening, coercive or controlling behaviour that occurs in current or past family, domestic or intimate relationships.

The Family Violence Protection Act 2008 recognises these definitions of family violence, confirming that:

- Family violence is a fundamental violation of human rights and is unacceptable in any form.
- Family violence may involve overt or subtle exploitation of power imbalances and may consist of isolated incidents or patterns of abuse over a period of time.

8.1 Support Services

If you or someone you know is experiencing, or at risk of experiencing, domestic, family or sexual violence, call [1800respect](https://www.1800respect.org.au)

and visit [Family and Domestic Violence Paid Support Leave](#) for more information about financial and other supports available.

Section 9: Issues Arising During Clinical Placement

9.1 Who to contact

If a student experiences any issues during their clinical placement, please speak directly with your educator or supervisor as soon as possible.

If you require further support the following contacts are available:

Clinical placement concerns: Contact the Clinical Coordinator at your campus.

Unit content/Assessment concerns: Contact the Unit Coordinator at your campus.

Course related concerns: Contact the BN Course Coordinator at your campus.

9.2 Sexual Harassment or Assault During Placement

If you experience or witness any form of sexual harassment or assault:

- Prioritise your safety. If you feel unsafe, remove yourself from the situation immediately if possible.
- Seek support. Federation University's Safer Communities provides confidential advice, support, and pathways to reporting. You can contact the team to discuss what happened, explore your options and receive assistance—whether you choose to make a formal report or not. Please see [here](#) for more information about Fed Uni's Safer Community
- Report the incident (if you choose). You can make a report to the University, the clinical facility, or both. Reporting is your choice and support is available throughout the process.
- If the incident impacts your ability to continue at your placement location, the University can help organise alternative arrangements and provide academic or wellbeing support.

Section 10: Debrief Sessions

Debrief sessions are offered in a variety of formats across different facilities and students are strongly encouraged to attend and actively engage. These conversations provide an important foundation for how you will reflect on and process your work as nurses in the future. In addition to on-site opportunities, the University also provides optional online debrief sessions where students are welcome to share and explore their placement experiences in a guided, confidential space. Please check Moodle for announcements for date/s and time/s.

Section 11: Performance Management

11.1 Reasons for Intervention

Health services may request intervention from the Clinical Coordinator if a student is not performing at the expected level during clinical placement. This may include, but is not limited to:

- Language barriers
- Knowledge deficits
- Poor time management
- Unprofessional conduct
- Inability to apply theoretical knowledge to clinical practice
- Unsafe Practice

In such circumstances, a Clinical Support Agreement may be recommended. This agreement outlines specific learning and performance objectives to ensure the student is provided with every opportunity to demonstrate competence.

11.2 Clinical Support Agreement

A Clinical Support Agreement 'Agreement' is used to support Bachelor of Nursing students who are experiencing difficulties during clinical placement. It is based on the NMBA Registered Nurse Standards for Practice and the learning objectives outlined in the ANSAT assessment tool.

When Is a Clinical Support Agreement Used?

If a Clinical Educator or Preceptor identifies concerns about a student's performance, the Clinical Coordinator will be contacted. This usually occurs within the first week of placement or as soon as an issue is identified.

An Agreement is put in place after discussion with the University Clinical Coordinator and after the appropriate support steps have been followed.

Purpose of a Clinical Support Agreement

An Agreement aims to support students who may be:

- Not meeting clinical learning objectives.
- Experiencing difficulties applying theory to practice.
- At risk of not successfully completing their clinical placement.
- The goal is to give students clear guidance and support to help them improve and demonstrate competence.

What Does the Clinical Support Agreement Include?

In consultation with the student, the Agreement will clearly outline:

- Areas of unsatisfactory performance
- Specific learning objectives that must be achieved within a set timeframe
- Support strategies to help the student meet these objectives
- How and when progress will be reviewed

- The Agreement will be discussed in a confidential meeting between the student and Clinical Educator.

Student Responsibilities

Students are required to:

- Read, sign, and date the Clinical Support Agreement
- Actively engage in the agreed learning plan
- Demonstrate progress toward the listed learning objectives
- Share your learning objectives and Agreement with your Preceptor to support consistency in supervision.

During the Clinical Support Period

Students will be allocated an appropriate patient workload based on their level of study and patient acuity. During this period, students are expected to demonstrate:

- Knowledge of their patients and relevant nursing care
- Understanding of medications, investigations, and vital signs
- Ability to apply theory to practice
- Effective time management and prioritisation of care
- Regular feedback will be provided throughout the process.

If Objectives Are Not Met

If a student is unable to meet the learning objectives within the agreed timeframe, the Clinical Educator will inform the Clinical Coordinator for further review and decision-making.

Completion of the Clinical Support Agreement

The Agreement must be signed off by both the student Clinical Educator and Clinical Coordinator and a copy provided to each party.

Summative ANSAT assessments **will not be** completed until the Agreement has been finalised, whether the outcome is successful or unsuccessful

Please review your PebblePad Workbook for the Clinical Support Agreement template

Appendix A

Clinical Skills List

YEAR 1

- Infection control principles and hand hygiene
- Bed making – occupied and unoccupied & assessment of the clinical environment, Hospital waste management.
- Documentation & clinical handover- written (documentation template) & verbal – Introduction, Situation, Background, Assessment, Recommendation (ISBAR).
- The Nursing Process – History taking/Health interview
- Physical Assessment Techniques – History, Inspection, Palpation, Percussion & Auscultation (HIPPA). Primary Assessment - Airway, Breathing, Circulation & Disability (ABCD).
- Secondary Assessment, head to toe, front to back.
- Vital sign measurements (TPR, SpO₂, BP), Level of consciousness – Alert, Respond to Voice, Responds to Pain, Unconscious (AVPU), use and documentation of clinical findings on the Adult Deterioration Detection System (ADDS) chart and pain assessment (Numerical or Wong Baker faces and PQRST).
- Basic Life Support theory and practical skills introduction based on Danger, Response, Send for help, Airway, Breathing, Circulation, Defibrillation (DRSABCD) and AED use.
- Procedure for code grey and code black
- Nutritional Assessment. Assisting patients/residents with nutrition. Nutritional requirements across the lifespan. Anthropometric measurements; height, weight, body mass-index (BMI). Fluid Balance Charts (FBC) documentation and practical application.
- Assisting with hygiene needs and activities of daily living for the dependent patient. Instruction on; Bed sponge technique; showering, perineal hygiene, mouth, eyes, dental hygiene & skin care needs.
- Introduction to safe patient handling techniques, manual handling & positioning of patients (use of slide sheets, patient hoists & mobility aids), assisting with mobility & range of movement. Falls Risk Assessment.
- Wound management – aseptic non-touch technique (ANTT) – simple wound dressings, pressure injuries risk assessment screening – Braden scale.
- Neurological Assessment - Glasgow Coma Scale (GCS) & Blood Glucose Level (BGL) Measurement.

- Respiratory Assessment- assessment of the thorax using; inspection, palpation, percussion and auscultation (IPPA). Normal lung sound review. Oxygen administration via facemask & nasal prong therapy.
- Cardiovascular Assessment – assessment using; inspection, palpation, percussion and auscultation (IPPA).
- Abdominal Assessment – abdominal assessment using; inspection, auscultation , palpation, percussion and (IAPP). Normal bowel sound review. Faecal specimen collection process.
- Neurovascular assessment
- Urine Assessment; urinalysis – full ward test (FWT), Midstream specimen of urine (MSU), Catheter specimen urine (CSU). Indwelling catheter (IDC) care.
- Preparing the deceased body – end-of-life care principles.
- Correct documentation and the use of medication charts. The 10 rights for medication administration.
- Procedure for oral, topical, otic & optic medication administration.
- IM and Sub cut injection (excluding insulin administration)
- Suture and Staple removal
- Discharge planning- teach back method/ education.

YEAR 2

Semester 1 - Includes the following skills and those completed in first year

- Basic life support (BLS) – airway management & oxygen delivery using bag & mask (air viva), safety principles and use of Automated External Defibrillator (AED). Management of patient in simulated BLS scenarios.
- Professional handover and application of communication principles using -Introduction, Situation, Background, Assessment, Recommendation (ISBAR).
- Identification of common clinical indicators and method for instigating a Medical Emergency Team (MET) call, clinical documentation and early patient management strategies.
- Performing an advanced cardiovascular assessment. Nursing management of chest pain. Performing a 12 lead ECG and interpretation of basic cardiac rhythms.
- Preparing, calculating and performing - intramuscular & subcutaneous injections
- Preparation, calculating and administration of intravenous antibiotics.
- Preparing, calculating and administration of intravenous fluids.
- Performing an advanced respiratory assessment and basic chest x-ray interpretation.

- Patient application and use of various oxygen delivery devices based on flow and % of oxygen delivery.
- Performing basic airway clearance suction via yankeur and catheter suction.
- Managing fluid balance charts and understanding fluid summaries (significance of input/output).
- Management of diabetic emergencies (hyperglycaemia and hypoglycaemia) and insulin administration.
- Performing a neurological assessment
- Performing a neurovascular assessment
- Care of the person with a musculoskeletal immobilisation device (Plaster of Paris, Internal and External Fixation & Traction).
- Nursing colostomy care for patients.
- IVC removal

Mental Health Skills

- Describing a range of mental disorders including, but not limited to, mood disorders, psychotic disorders, personality disorders, anxiety disorders, with associated behavioural interventions (including medications), across the lifespan.
- Promoting positive images and challenging discriminatory stereotypes of people living with mental illness by demonstrating the ability to practice in a way that acknowledges the dignity, culture, values, belief and rights of individuals and groups.
- Communicating effectively with people who are experiencing disturbances of thoughts, feelings and behaviour, and demonstrate cultural sensitivity and safety in mental health practice.
- Integrating mental health concepts into the nursing assessment, including conducting a mental health status examination through a comprehensive and systematic nursing assessment.
- Developing practice skills of therapeutic communication to persons living with mental illness or psychological distress with mental illnesses.
- Using a recovery-based approach to assess, plan, implement, evaluate, accurately document and communicate evidence-based nursing care for the person living with a mental illness.
- Demonstrating a fundamental knowledge of the Mental Health and Wellbeing Act (2022) and the roles and functions of the members of the mental health workforce encompassing cultural, spiritual, social, biological and psychological features of illness and health.

- Demonstrate Confidentiality, safety and privacy in Recovery-led, lived and living experience workforce (LLEW).
- Medication safety in mental health promotion and prevention.
- Early detection and intervention relapse, recognising and responding to deterioration in a person's mental health state.

Semester 2 - Includes the following skills and those completed in the previous semesters

- Care of the surgical patient including removal of sutures, surgical staples and surgical drain tubes. Application of the aseptic non-touch technique (ANTT) and complex dressings. Use of sterile gloves.
- Management of diabetic emergencies (hyperglycaemia and hypoglycaemia) and insulin infusions.
- Performing venepuncture.
- Insertion of an indwelling urinary catheter (IDC) for both male & female patients.
- Care of the person requiring continuous bladder washout.
- Performing a bladder scan.
- Introduction to central venous access devices management (central lines, PICCs) – accessing, administration of medications, fluids, drawing of blood and dressing changes.
- Insertion and care of the person with a Nasogastric Tube and Percutaneous Endoscopic Gastronomy (PEG) tube inclusive of administration of nutrition and medications.
- Cytotoxic, standard contact precautions.
- Administration and care of the person with a blood transfusion.

YEAR 3

Clinical Skills: The following skills, including learned skills from First and Second Year

- Basic Life Support application to more complex clinical scenarios.
- Introduction to Advanced Life Support therapy - drawing up and bolus IV injection medication administration, defibrillation and safety principles.
- Documentation of MET/Code Blue activity. Application of Introduction, Situation, Background, Assessment, Recommendation (ISBAR) handover to the clinically deteriorating patient.
- Application of chest-pain nursing management principles to clinical scenarios.
- Airway management and oxygen therapy. Insertion of oral airway, suctioning via oral airway, Tracheostomy care & suctioning, Preparation for adult intubation. High-flow oxygen therapy devices and nebuliser use for the hypoxic patient. Underwater sealed drainage.

- Equipment and patient preparation for IV cannulation. IV medication administration for patients on continuous infusions, reconstitution of antibiotic therapy.
- Care of patients on Patient Controlled Analgesic (PCA) infusions. Care of patients on Narcotic Infusions. Epidural assessment and patient care principles, methods of bolus medication administration, documentation.
- Basic Electrocardiograph (ECG) rhythm interpretation and application to more complex clinical scenarios.
- Spinal immobilisation care and patient management strategies (application of hard and soft collars, log rolling technique).
- Introduction to haemodynamic monitoring- arterial (ART) lines and central venous catheter (CVC) lines. Care of, set up and readings, dressing changes for CVC/Peripherally Inserted Central Catheter (PICC). Medication administration techniques for a CVC. Introduction to total parenteral nutrition (TPN) therapy and process for administration including line and bag changes.
- Health assessment, planning person-centred nursing care, implementing and evaluating professional nursing care, appropriate documentation and follow-up. Managing care, supervising and delegating nursing care. Achievement of learning outcomes and graduate capabilities.

*Third year clinical practicum involves consolidation of all skills taught throughout the nursing Course and practical application of critical thinking and assessment processes based on the NMBA RN Standards for Practice (2016).