



Charles Sturt  
University

# Bachelor of Nursing Handbook for Clinical Facilitators and Clinical Preceptors

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2026

Faculty of Science & Health  
School of Nursing, Paramedicine & Healthcare Sciences  
Charles Sturt University

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# Overview

The Charles Sturt University Bachelor of Nursing Handbook for Clinical Facilitators and Clinical Preceptors is a resource to assist staff who are involved in providing valuable clinical learning experiences for our students. This handbook provides information regarding the roles and responsibilities of staff involved in supervising students on their Professional Experience Placements.



The handbook will assist:

- University and health service employed clinical facilitators
- Clinical preceptors employed by a health service
- Health service education managers

At Charles Sturt University, the aim of the Professional Experience component of a clinical subject is to provide quality nursing practice experiences to enable students to meet the Bachelor of Nursing (BN) subject and course learning outcomes. This enables the student to demonstrate the professional competencies required to practise as a beginning registered nurse (RN) at the end of the BN.

Thank you for your interest in working with both students and staff at Charles Sturt University, School of Nursing, Paramedicine and Healthcare Sciences (SNPHS). We appreciate your commitment to the future generation of nursing professionals, and in ensuring we produce graduates of a high standard who are ready to undertake safe and competent clinical practice.

# Glossary of Terms

This Glossary lists a range of terms and acronyms used throughout the handbook.

Term/Acronym	Definition
<b>Bachelor of Nursing (BN)</b>	The Bachelor of Nursing (BN) is an undergraduate degree conferred by Charles Sturt University. This degree meets the requirements of ANMAC, the Tertiary Education Quality and Standards Agency and the Australia Qualifications Framework.
<b>Clinical Facilitator (CF)</b>	A Registered Nurse with relevant postgraduate experience and qualifications who is involved in clinical practice. To supervise students at NSW Health sites, the CF must also be fully verified as a clinical facilitator with NSW Health.
<b>Clinical Preceptor</b>	A Clinical Preceptor is a clinician who provides workplace support to students. They are paid by the health service according to their position description as an RN.
<b>PEP Subject</b>	A unit of study in the BN course that includes a professional experience placement component.
<b>Subject Convenor</b>	Is an academic staff member in the School of Nursing, Paramedicine & Healthcare Sciences who manages a subject in the BN.
<b>Professional Experience Lead Nursing</b>	A nursing academic who oversees PEP processes for the BN.
<b>Learning Agreements</b>	May be put in place for a student during their placement to facilitate development of particular knowledge, skills or attitudes.
<b>Australian Nursing Standards Assessment Tool (ANSAT)</b>	The tool used to assess the level of competence and clinical skills acquisition of students enrolled in the BN.
<b>FOSH Workplace Learning Team (FOSH-WPL)</b>	Administrative staff who coordinate student clinical placements.

# Contact Details Charles Sturt Staff

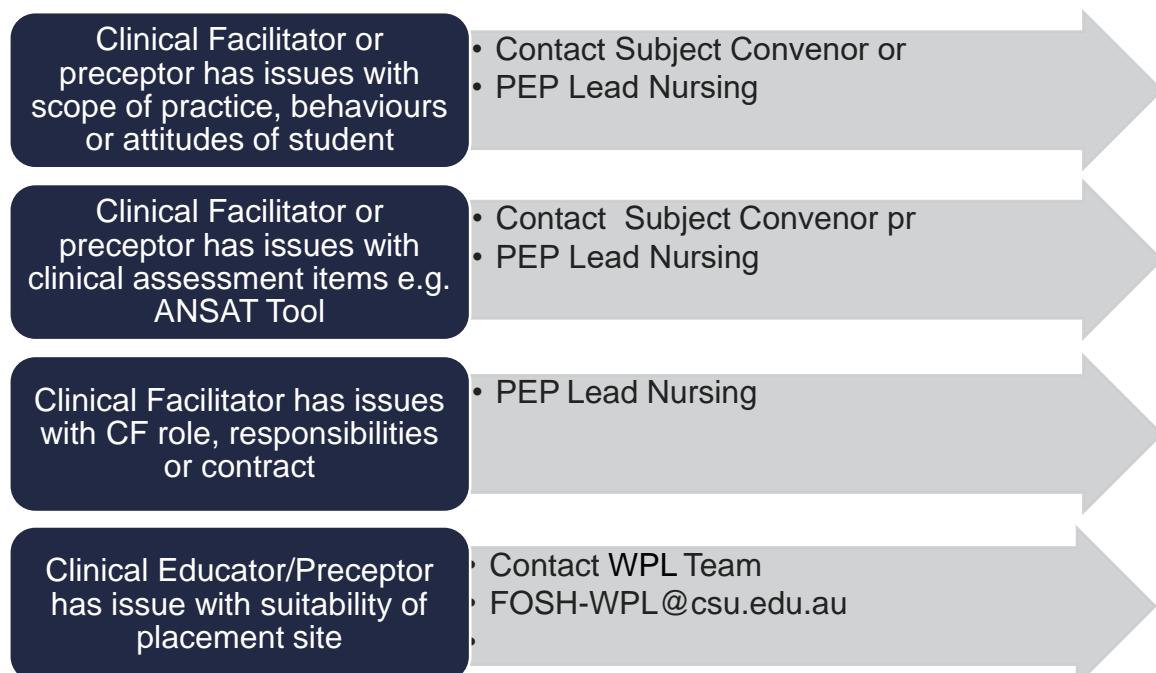
As a clinical facilitator, health facility preceptor or educator, you may wish to contact Charles Sturt staff about a range of issues. Some examples may include:

- Concerns regarding the skills, attitudes and behaviours of students.
- Concerns regarding the scope of practice of students.
- Questions regarding Learning Agreements.
- Employment contracts or time-sheets.
- Issues with a health facility or health facility staff.

The contact details of relevant Charles Sturt staff are listed in Table 1.

Staff	Contact
<b>Subject Convenor</b>	For all student related issues. Contact details are available <b>on the front page of the ANSAT form</b>
<b>Professional Experience Lead</b>	Brendan Tai-Roche: <a href="mailto:btai-roche@csu.edu.au">btai-roche@csu.edu.au</a> Elise Ryan: <a href="mailto:elryan@csu.edu.au">elryan@csu.edu.au</a>
<b>Professional Experience Team</b>	<a href="mailto:FOSH-WPL@csu.edu.au">FOSH-WPL@csu.edu.au</a>

## Communication Flow Chart



# About Us

The School of Nursing, Paramedicine and Healthcare Sciences (SNPHS) is one of 5 Schools comprising the Faculty of Science and Health at Charles Sturt University. The SNPHS is located on 6 campuses across NSW (Albury-Wodonga, Bathurst, Dubbo, Orange, Port Macquarie and Wagga Wagga).

The SNPHS has a well-established reputation for delivering high quality programs of education – undergraduate, postgraduate, on-campus and online – in the discipline areas of nursing, paramedicine, midwifery, and Indigenous mental health. The SNPHS also supports a range of research programs, with a specific focus on rural health, chronic and complex health issues, aged-care, midwifery and culturally appropriate health care. Of particular importance are the strong and long-standing affiliations between the SNPHS and health service providers located across regional, rural and remote Australia.



## Professional Experience Placements in the BN

The aim of PEP in the BN is to provide quality, diverse health care and nursing practice experiences that facilitate student learning and enable students to meet course learning outcomes. PEP enables the student to demonstrate the professional competencies required to practice as a beginning Registered Nurse (RN). Inquiry based learning is a key educational philosophy utilised by the SNPHS. It requires students to engage in the learning process through problem solving, critical thinking, reflection and taking responsibility for their own learning.

Learning outcomes for each PEP subject are available in the relevant subject outlines which students can access. In each PEP subject, BN students are required to apply a range of knowledge, skills and attitudes which constitutes their scope of practice relevant to the clinical subject they are undertaking. Students are provided with a list of these areas of knowledge, skills and attitudes to take with them on their placement (**refer Appendix One**). Your role as a clinical facilitator, preceptor or educator is to supervise, support learning, educate and evaluate students during their placement. As such, you contribute significantly to their learning experience.

# Charles Sturt University BN Subjects with a PEP Component

**NB: The knowledge, skills and attitudes information relevant to each subject can be found in Appendix 1.**

YEAR LEVEL	SUBJECT CODE AND NAME	
<b>1<sup>st</sup> Year (Level 1)</b>	NUR105	Professional Experience Placement 1
<b>2<sup>nd</sup> Year (Level 2)</b>	NUR202	Professional Experience Placement 2
	NUR205	Professional Experience Placement 3
<b>3<sup>rd</sup> Year (Level 3)</b>	NUR302	Professional Experience Placement 4
	NUR305	Professional Experience Placement 5

## Professional Experience Placement Coordination

At Charles Sturt University, all placements are overseen by registered nurses and allocated by the Faculty of Science, Workplace Learning Team (FOSH-WPL). The WPL placement team is staffed by administrative officers (not academics or clinicians). This means that the service they provide is administrative only. It is the Clinical Subject Convenor's responsibility to provide academic advice to students.

The PEP Lead maybe utilised in a consultative manner for concerns or disputes.

Students may be allocated a placement in the following settings:

- Primary healthcare settings in rural and remote locations (general practices, community managed organisations, schools, step-up/step down facilities).
- Secondary healthcare settings (rural hospitals, medical or surgical wards in larger urban areas, community health centres, mental health facilities, aged care facilities, palliative care facilities); and
- Tertiary healthcare settings (rural referral hospitals, forensic facilities, dual disability services, paediatric units).

Charles Sturt is a regional university, so many of our placements are located in regional and rural locations. It is important to note that regional and rural placements offer students an important means of obtaining a range of experiences, often not available in metropolitan settings. Placements are also available in metropolitan locations.

# The Clinical Facilitator

This section provides an overview of the role and responsibilities of the Clinical Facilitator. This includes professional, administrative, and practical matters as well as professional development opportunities.

It is important to note that Charles Sturt employs a range of health professionals across nursing, paramedicine, midwifery, and allied health professions in the role of *Professional Supervisors*. The University has prepared a range of resources highlighting the roles and responsibilities of professional supervisors at Charles Sturt. In particular, as part of your professional development as a university employed Clinical Facilitator, you must read the information in the [Charles Sturt Workplace Learning Information Site](#).

It is also important to review the Code of Conduct that specifies the standards expected of all staff employed by Charles Sturt at <https://policy.csu.edu.au/document/view-current.php?id=3&version=3>

## Role and Responsibilities

The Clinical Facilitator is an experienced RN appointed by Charles Sturt or health service to supervise, support learning, and evaluate undergraduate nursing students during the PEP component of a subject. Clinical facilitators represent Charles Sturt and it is therefore expected that you will set a high standard as an RN and as an educator.

Clinical Facilitators are responsible for:

- Providing guidance and developing mentoring opportunities for students
- Assessing and facilitating the learning needs of students
- Promoting links between theory and practice for students
- Evaluating the learning performance of students
- Providing a professional role model to students

The clinical facilitator role may include the following:

- Familiarising yourself with the students' scope of practice for the relevant clinical subject
- Orientating students to the clinical area
- Providing quality patient care while supporting and educating students
- Assisting students to meet their learning objectives and facilitating learning opportunities for them to achieve these objectives
- Assessing students' ongoing performance and clinical competence over the course of the placement
- Assisting students to behave appropriately according to the professional setting
- Liaising regularly with the clinical subject coordinator regarding students' progress
- Responding promptly to the immediate concerns and needs of students and the healthcare facility
- Promoting the safety of patients/clients and students through the selection and negotiation of appropriate learning experiences

## Professional Requirements

Charles Sturt requires that Clinical Facilitators employed on a sessional (casual) basis provide **annual** evidence of the following requirements:

- [Ahpra](#) registration
- Evidence that you have engaged with the [Charles Sturt Workplace Learning](#) Information Site
- Evidence that you have engaged in cultural competency training. For example, [Respecting The Difference](#) (NSW Health)
- Evidence that you have completed the ELMO Mandatory Training Module for Clinical Facilitators
- Evidence that you have engaged in the learning resources provided by NSW Health Education & Training Organisation [HETI](#) (see information below)
- Evidence of current verification as a clinical facilitator with NSW Health (if relevant)
- Updated post graduate qualifications

This evidence must be emailed to [SNPHS-Office@csu.edu](mailto:SNPHS-Office@csu.edu), at least 2 weeks prior to the commencement of your contract (placement).

## Resources to Support Clinical Facilitators and Clinical Preceptors

Prior to commencing the role as a clinical facilitator, it is expected that you will have;

- Read this Handbook and checked with the PEP Lead, if uncertain about any information provided
- Undertaken the professional development highlighted above to support your role of clinical facilitator/preceptor

Below are the links to professional development resources to support you in your role.

- Charles Sturt University ELMO Online Module for Clinical Facilitators (mandatory for clinical facilitators employed by Charles Sturt)
- HETI <https://www.heti.nsw.gov.au/Placements-Scholarships-Grants/clinical-placements/clinical-placement-resources/clinical-supervision-resources> (mandatory for clinical facilitators employed by Charles Sturt University)  
NSW Health Respecting the Difference:  
<https://www.health.nsw.gov.au/workforce/aboriginal/Pages/respecting-the-difference.aspx>

## COVID-19 and Resources

**Students are able to be rostered to work in Covid specific wards under the direct supervision of an RN.**

- [Keeping Safe in the Workplace during Covid-19](#)
- [Covid Advice for Health professionals](#)
- [Managing Healthcare Worker Covid-19 Exposure Risk Assessment Matrix](#)

## Communication Channels between Clinical Facilitators and the SNPNS

The School of Nursing, Paramedicine and Healthcare Sciences recognises your valuable contribution to the learning experiences of our students. As such, regular communication is maintained between the PEP Lead and you as a clinical facilitator. As part of our teaching team, you can expect;

- Regular updates/circulars which will keep you informed on key processes, changes or innovations in the PEP space;
- The opportunity to participate in regular meetings (teleconference/online) that will provide you with an opportunity to debrief or raise any issues you may have encountered whilst on placement;
- Reminders regarding opportunities for professional development pertaining to the clinical supervision role.

## Hours of Employment

In general, Charles Sturt University employed clinical facilitators work an 8-hour day (excluding lunch/dinner breaks). The hours you are expected to work does depend on the number of students allocated per clinical placement. For example, the **normal ratio is 1:8**. Remuneration is based on **one (1) hour per student** per day. Therefore, if you are allocated 8 students, this will amount to **8 hours** per day where you are expected to supervise, teach and evaluate your students.

The PEP experience involves a mixture of shifts and there **may** be flexibility in relation to organising work hours. This is wholly dependent on health facility requirements. It is vitally important that if a flexible work arrangement is made, that the following people are informed

- The students you are supervising
- The health facility where the clinical placement is taking place
- The Workplace Learning (PEP) Lead Nursing – [WPLNursingLead@csu.edu.au](mailto:WPLNursingLead@csu.edu.au)

Clinical facilitators are employees of Charles Sturt University and **must fulfill the terms outlined in their contract as well** as the requirements outlined in the Charles Sturt [Enterprise Bargaining Agreement \(EBA\)](#)

## Clinical Facilitator Summary Sheet

As discussed above, the clinical facilitator is expected to provide the equivalent of one hour per student per day to discuss progress, undertake assessments, educate and provide feedback to students. This may include phone calls if the placement sites are geographically dispersed over several location sites. The allocated one hour per student per day also covers liaising with registered nursing staff who may have directly supervised students during their clinical placement.

For every contracted placement allocation, the PEP Lead will send you a Summary Sheet (**refer Appendix Two**). The summary sheet is where you will record interactions with your students, student absences, phone calls made as well as an indication of students' weekly progress.

**NB:** At the end of each week, you are to email a copy of the summary sheet to the relevant Subject Convener. At the conclusion of the clinical placement, you are to email all summary sheets to t [SNPHS-Office@csu.edu.au](mailto:SNPHS-Office@csu.edu.au)

# Clinical Facilitator Responsibilities Prior to PEP

## Obtain Contract

If you are a clinical facilitator employed by Charles Sturt, you must have an approved employment contract in place prior to commencing work. If you do not, you will not be covered by insurance, nor will you be paid.

Your contract and your Schedule of Work will be issued to you via email, and it is important that you accept your contract in a timely way. If you do not receive your contract, you must contact the PEP Nursing Lead - [SNPHS-Office@csu.edu.au](mailto:SNPHS-Office@csu.edu.au)

If you have trouble with Web Kiosk or submitting your payment claim, please contact the HR Service centre:

- Email: [hr@csu.edu.au](mailto:hr@csu.edu.au)
- Phone: 02 6338 4884

## Obtain Charles Sturt Staff Number and Username

Every Charles Sturt employee is provided with a unique staff number and username. You will receive this once your employment has been confirmed and you accept your contract. This will enable you to access Charles Sturt services and resources. For example, one of the requirements prior to commencing work is that you complete the ELMO Clinical Facilitation Course (refer to professional requirements on page 10).

- [Charles Sturt Human Resources](#)
- [Web Kiosk](#)

## Obtain Charles Sturt Staff Identification Card

For Charles Sturt employed Clinical Facilitators, your staff card is how you are identified as an employee of Charles Sturt. To obtain a Charles Sturt staff card, you must do the following;

- Complete the [Staff Card Application Form](#)
- Send your completed Staff Card Application Form to the [SNPHS-Office@csu.edu.au](mailto:SNPHS-Office@csu.edu.au) for approval
- Once approved, send your form along with a **colour digital photograph** (less than 100kb and in JPG format) to [staffcard@csu.edu.au](mailto:staffcard@csu.edu.au)

If you experience difficulties with obtaining your Staff Card, please contact the PEP Nursing Lead.

## Prepare to Attend Health Facility

As a clinical facilitator, you must comply with the policy requirements of the health service facility where you are working. For example, you may be required to attend a Workplace Health and Safety Induction prior to commencing work. If so, then it is your responsibility to source the training and attend. Below is a checklist to assist you to prepare for your work as a clinical facilitator at a specific health facility.

- Contact the relevant health service Nurse Educator to introduce yourself;
- Familiarise yourself with key health facility policies;
- Be aware of emergency contact procedures for the site;

- Be familiar with the injury and incident reporting procedures;
- Be aware of site facilities including parking and security;
- Familiarise yourself with staff roles, shift times and specific behaviour expectations.

## Clinical Facilitator Uniform

A number of clinical facilitators ask ‘*what do I wear*’ when supervising students on placement. The SNPNS does not require you to have a *dedicated* CF uniform. Most facilitators wear clothing similar to what they would wear whilst working in the clinical environment. You must however have your Charles Sturt Identification Card displayed on your person at all times. If you do wish to purchase a SNPNS approved BN uniform, please contact the PEP Lead Nursing.

## Contact Your Students

Prior to your placement commencing, the PEP Nursing Lead or the WPL team will send you an email providing the names and contact information of students allocated to your placement as well as the clinical facilitator summary sheet. It is important that you contact these students **at least one week** prior to commencing placement.

All students are informed by the FOSH WPL Team of the location and requirements of their placements. However, many students feel anxious regarding their placement and as their clinical facilitator, contact from you will allay their anxieties and establish communication.

In your email you should;

- Introduce yourself;
- Advise students of the time and venue where you will meet them;
- Remind them to read their PEP Handbook for information regarding Charles Sturt University/health facility expectations;
- **Remind students to arrive for orientation fully prepared.** This may include completing requirements for computer eMR access, completing orientation modules or WH&S requirements to name a few. Students are provided with this information from the WPL Team well in advance of their placement however some students do need to be reminded of their responsibilities. If a student should ask you *where to find this information*, direct them to their Notes and Documents section in **Inplace** (Charles Sturt’s Workplace Learning information database).

# Responsibilities of Students Prior to PEP

**Verification** is a process that must be completed by all students **prior** to attending a clinical placement. The process of verification involves students providing documentation related to immunisations, police checks and so on.

Students who are not verified will not attend a clinical placement. In the event that one of your students attends a placement and has not met all verification requirements, you must immediately contact their subject coordinator. Should the student or facility have any questions or concerns regarding verification, they are to contact the WPL Team email [FOSH-WPL@csu.edu.au](mailto:FOSH-WPL@csu.edu.au)

Some facility managers may request to see students' original paperwork. For this reason, students are advised to take the following with them on their first day of placement.

- Verification paperwork
- Immunisation documentation
- Current national police check

## The BN PEP Handbook for students

All BN students must read and refer to the BN PEP Handbook for Students before, during and after their placement. If a student should ask you where to find this handbook, it is available on the Bachelor of Nursing Brightspace site.

## Pregnancy, Health Conditions and PEP

There may be times when PEP settings are not suitable for students who are pregnant or who have a health condition. It is important to safeguard all students against experiencing adverse events due to situations they may encounter in the clinical setting.

Students who know that they are pregnant or who have a health condition MUST inform the subject convenor and seek advice. Students who are allocated a placement for the third trimester of their pregnancy OR up to six weeks postnatal MUST have notified the subject convenor. Students are responsible for discussing their proposed placement with their obstetrician, midwife or GP. Students must then provide documentation to the clinical subject coordinator before commencing the placement.

Students are also responsible for informing their clinical facilitator, clinical preceptor or nurse educator of a pregnancy or health condition.

## Pre-Placement Learning

PEP accounts for one component of assessment of a clinical subject. The **learning outcomes** for the student are clearly provided in their Clinical Subject Outline. No student should be uncertain about their learning outcomes or objectives when they are placed for PEP.

As the clinical facilitator, preceptor or educator, you can ask the student to articulate what their learning outcomes for the clinical subject they are enrolled in are. All students have ready access to their clinical Subject Outline.

## Scope of Practice (Knowledge Skills and Attitudes)

In addition to learning outcomes, students should have a copy of a document that provides guidance in relation to their scope of practice for their clinical subject. This document is referred to as the CSU Bachelor of Nursing: Knowledge, Skills and Attitudes list and it highlights what students are expected to observe, learn and practice across their first, second and third year clinical subjects. It is important that clinical facilitators, preceptors and educators have a copy of each list. Refer to **Appendix 1** for copies of the knowledge and skills expected for each clinical subject.

The *knowledge; skills and attitudes* list is meant to be a guide only and reflects what is taught on-campus in a simulated teaching environment as well as on placement. As such, if students are unable to practise, observe or learn a particular skill whilst on clinical placement, neither you nor the student are to be concerned. Opportunities to develop the skill will either be covered in the simulated environment at the university, or on placement at a later date.

## Responsibilities of Charles Sturt University

Charles Sturt has a range of responsibilities in relation to supporting the students on PEP. As a clinical facilitator, you are encouraged to familiarise yourself with these aspects of PEP to ensure you have a good understanding of what is required. Below are links to this information:

- Charles Sturt University policy in relation to PEP: <https://www.csu.edu.au/division/learning-and-teaching/home/workplace-learning/occasional-papers>
- Charles Sturt University PEP Risk Assessment Strategies: <https://www.csu.edu.au/division/learning-and-teaching/home/workplace-learning/wpl-implementation/wpl-risk-assessment>

## Student Placement Allocations & Rosters

As a clinical facilitator, it is important that you have an awareness of how placement allocations occur at Charles Sturt.

- Students receive notification from the FOSH WPL Team (via Inplace) of the location, dates and roster of their allocated clinical placement. This information is emailed well in advance to students so that they have time to organise travel, accommodation and or scholarships.
- Depending on the health facility, students are assigned to morning or evening shifts. As these shifts are organised by the health facility, they cannot be changed. Charles Sturt staff do not allocate rosters and cannot change them.

Charles Sturt University requires that BN students attend placement as follows:

### Rosters for Students-Hours and Shifts on PEP

#### First Year Students

- First year students undertake shifts Monday to Friday. Students will be rostered for morning (AM) and afternoon (PM) shifts. First year students are not approved to work night shift (N). First year students are also not permitted to work longer than an 8 hour shift and do not attend placement on a weekend. If there is a Public Holiday scheduled during the placement students do not attend attending and will need to notify the Subject Convenor and WPL team. They also need to document PH (Public Holiday) on the ANSAT tool.

### **Second Year Students**

- Second year students undertake shifts from Monday to Friday. Students will be rostered for morning (AM), and afternoon (PM) shifts. Second year students are not permitted to work night shift (N). Rosters on placement are determined by each site. Some sites offer 10-12hours shifts in high dependency areas. The hours worked are to be negotiated with the Subject Convenor and in line with the [Australian Nursing & Midwifery Federation-Fatigue Prevention Policy](#). Students do not attend PEP on a weekend. If there is a Public Holiday scheduled during the placement students to not attend and need to notify the Subject Convenor and WPL team. They also need to document PH (Public Holiday) on the ANSAT tool.

### **Third Year Students**

- Third year students are usually allocated a full rotating roster inclusive of morning (AM), afternoon (PM), weekends, public holidays and night duty (N). Rosters on placement are determined by each site. Some sites offer 10-12hours shifts in high dependency areas. The hours worked are to be negotiated with the Subject Convenor and in line with the [Australian Nursing & Midwifery Federation-Fatigue Prevention Policy](#).

## **Completion of the Australian Nursing Standards Assessment Tool (ANSAT)**

It is the students responsibility to ensure that the ANSAT is completed in full.

Each ANSAT consists of an Interim and Final Report, with the interim report to be completed halfway through the placement and the final report at the end. The submission of the completed ANSAT document is an assessment task in each of the PEP subjects. In order to receive a Satisfactory grade for the ANSAT, students must be marked as satisfactory for both the interim and final reports.

The Subject Convenor contact details are on the front page of each Subjects ANSAT.

# Responsibilities of Clinical Facilitator during PEP

## Orientation of Students to the Facility

It is expected that as their clinical facilitator, you will assist with orientation of your students to the health facility on the first day of placement. Depending on the facility, student orientation may be organised by the Nurse Educator (NE) on site and it is important that you are present at this session. If orientation is organised by the facility, you must have communicated with the NE to introduce yourself and double check time and location of orientation activities. In other facilities, you will be solely responsible for orientating your students. This will include;

- Showing students the layout of the facility
- Explaining key people and their role
- Outlining professional standards – dress code, identification, how to address patients and staff;
- Explaining communication systems
- Explain rules around social media use and personal mobile phones. **Under NO circumstances are students to have a phone or camera on their person when undertaking placement**
- Explain the system for record keeping and reiterate the rules around patient/staff confidentiality
- Reiterate Work Health and Safety procedures, particularly manual handling and hand hygiene.

Further information regarding orientation activities for your students can be found on the NSW Government HETI website, Clinical Supervision Resources: <https://www.heti.nsw.gov.au/Placements-Scholarships-Grants/clinical-placements/clinical-placement-resources/clinical-supervision-resources>

## Supervision Expectations

It is important that you let your students know your expectations about how you will conduct their clinical supervision during the placement. Explain that in addition to your observations, you will also seek feedback from other staff on the unit/site. You should also explain how you will communicate this feedback to them and clarify that you are ultimately responsible for all clinical assessments. Establish an agreed regular debriefing time and place. This may include group as well as individual sessions.

## Checking Uniforms

As their clinical facilitator, it is your responsibility to ensure that students are wearing the correct Charles Sturt SNPHS authorised uniform during placement for PEP. If a student does not present with the correct uniform, you must remove them from placement and ask the student to correct their appearance. If a student is unable to comply with the uniform policy or correct their appearance promptly, you **must** inform the relevant Charles Sturt Subject Convener immediately.

Charles Sturt University Bachelor of Nursing Uniform details are available at this [link](#). There are some PEP placements where students are not required to wear their uniform and may wear their own clothes. For example, some mental health settings.

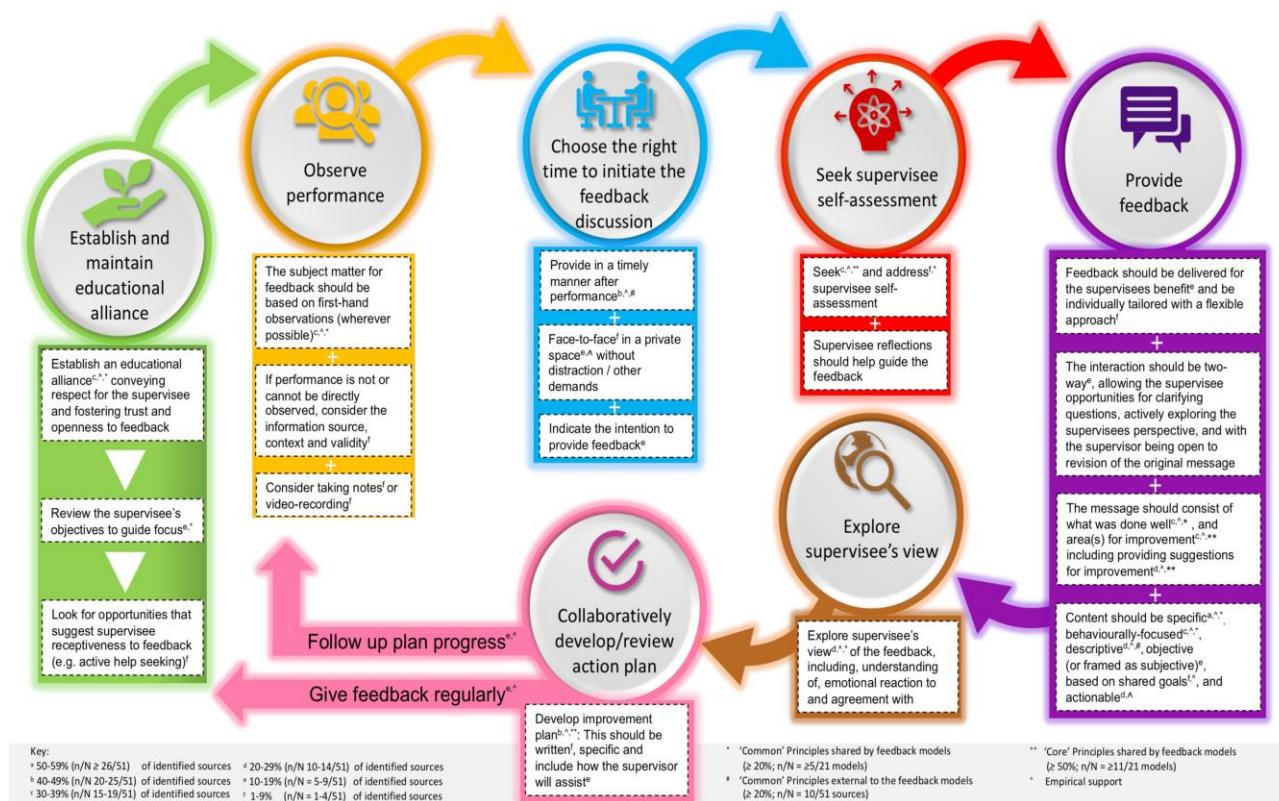
## Assessing the Standard of Practice of Students during Placement

As a clinical facilitator, preceptor or nurse educator, you are responsible for assessing the standard of practice of your students for the duration of their clinical placement. It is important that you approach this in a systematic manner each time you engage with your students. During interactions with your students, ask open-ended questions related to their knowledge, skills and attitudes. Remember that the Australian Nursing Standards Assessment Tool (ANSAT) has the NMBA RN competency domain specific cues for assessment of competency. All students will have a copy of the relevant subject ANSAT Tool and it is an expectation that your students will be well prepared prior to attending placement. The questions below provide a general guide to this process;

- How comfortable are they with the placement/practice experience?
- Are there any issues with interactions with other staff or patients?
- What activities have they been involved in and how useful were they in facilitating their learning, confidence etc. Consider the **level** at which students are practising.
- How have they performed and discuss *their* perceptions of their competence.
- Is the student progressing satisfactorily? (Consider the need for liaising with the Subject Convenor to initiate a Learning Agreement).
- Discuss with your students, feedback you have received from other staff. Invite other staff to join in these discussions if applicable.
- Note any performance concerns, and provide the student with constructive feedback on managing the environment and improving their knowledge/practice.
- Inform the Subject Coordinator and PEP Lead Nursing via email and or phone of any concerns about a student that may impact on performance as **soon as possible**. This will provide the student with an opportunity to rectify the deficit and for a **Learning Agreement** to be initiated.

## Providing Effective Feedback

In the figure below, Weallans and colleagues (2021) explore the sequential process of providing feedback:



Weallans J, Roberts C, Hamilton S, *et al*

Guidance for providing effective feedback in clinical supervision in postgraduate medical education: a systematic review  
*Postgraduate Medical Journal* Published Online First: 09 February 2021. doi: 10.1136/postgradmedj-2020-139566

- Other Resources Include:
- An Evidence Based Practice (EBP) Learning and Assessment – Framework for Clinical Placement Supervisors with printable resources at CSU is available here: <https://www.placement-ebp.org/>
- Core Clinical Education Skills can be developed through ClinEdAus available free here: <https://www.clinedaus.org.au/topics-category/core-clinical-education-skills-35>
- Fair work Ombudsman Free Online Course –
  - [Managing Performance](#)
  - [Difficult conversations in the Workplace](#)

## Documenting: Example template

### Supervisor / Facility

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Date	Brief description of observed student activity	Demonstrated strengths, knowledge, skills, attitudes, or approach	Areas for focus or improvement	Student Feedback Provided Y / N	Further Referral Required Y / N

### Identify Achievable Goals Plan in Conjunction with Student

Date	Identified Goal / Area for Improvement	Related RN Standard for Practice	Agreed Action/ Strategies required	Resources & Support Strategies to be Utilised	Timeframe for Completion & Review

## Method for Implementing a Learning Agreement

A learning Agreement is an agreement designed to facilitate targeted areas of learning for students where a significant and continuing deficit related to nursing practice has been identified. Along with the Subject Convenor and PEP Lead, you as a clinical facilitator, preceptor or educator may request that a Learning Agreement be initiated. If you identify an issue with a student in relation to their knowledge, skills or attitude, it is important to **communicate with the Subject Convenor as soon as possible**.

A Learning Agreement provides information regarding the specific objectives the student must achieve in order to successfully complete the Learning Agreement. If a student is unable to achieve the learning objectives, they will receive an Unsatisfactory (US) grade for their PEP component and consequently a Fail for the subject.

If you need more information about a student's learning contract, please contact the clinical subject convenor directly or PEP Lead Nursing.

PEP Flow Chart 1 below outlines the process for students who do not meet the expected standards of performance on placement.

**PEP FLOW CHART 1: PROCESS FOR STUDENTS NOT MEETING THE EXPECTED STANDARD OF PERFORMANCE ON PLACEMENT**

Clinical Facillitator / Preceptor discusses performance concerns with the student and provides detailed feedback.



Clinical Facilitator/Preceptor notifies the PEP Lead of their concerns, including a written summary of identified issues and a recommendation regarding continuation of the placement.



Subject Convenor and PEP Lead review the information



PEP Lead assesses the issue and recommendations, and makes a final decision regarding continuation of the placement with a supportive learning Agreement in place.



Subject Convenor contacts the student by phone to discuss the issues noted and the development and implemtation of the learning agreement.



Subject Convenor emails the student formal notification of the performance issues and a copy the agreed draft Learning Agreement



Student and Clinical Faciliator / Preceptor review the draft Learning Agreement and email any changes to the Subject Convenor before it is finalised



Clinical Facilitator / Preceptor supports the student to complete the Learning Agreement by facilitating opportunities to meet the learning objectives, assessing performance against the learning objectives and providing feedback

## Unsatisfactory Professional Conduct during a Placement

While it is important that you support students to achieve their potential, it is also important that standards of practice are maintained. As stated, **early communication with the clinical subject coordinator is vital**, particularly for those students who may be identified as “at risk”. There are however particular situations which are very serious. Such situations usually relate to placing patients and other staff members at risk. In these circumstances a Learning Agreement is not appropriate and will not be implemented. Instead, the placement will be ceased immediately and an investigation undertaken. Examples of unprofessional, unethical or unsafe practice that may lead to cessation of placement include but are not limited to the following actions and behaviours:

- A student works outside their scope of practice of a BN student. For example, administering medications and fluids without the direct supervision of a registered nurse or taking directions from staff members other than an RN.
- A student places a patient in physical or psychological danger as a result of not following policy/guidelines to ensure safety.
- A student demonstrates unprofessional conduct e.g. evidence of alcohol consumption, inappropriate language (swearing or use of profanities), ineffective personal hygiene despite warnings. This also includes conduct deemed unprofessional by the clinical facilitator, preceptor, educator or other supervising Registered Nurse.
- A student breaches confidentiality, falsifies documents or engages in inappropriate relationships
- A student inappropriately uses social media/mobile devices.

Whenever a student is removed from placement, an investigation is undertaken by a panel that consists of the Subject Convenor, the PEP Lead and consultation with the Head of Discipline (Undergraduate Nursing). The outcomes of such investigations are dependent on the unique circumstances and seriousness of each case but may include:

- The student is required to submit a written reflection paper addressing the practice issues before an additional placement is allocated with a supportive learning contract in place.
- The student is not allocated another placement and is awarded an FL grade for the subject.
- The student is not allocated another placement and a report for general misconduct in accordance with the Student Misconduct Rule 2020 is made.

PEP Flow Chart 2 below provides an overview of the process that is followed when there has been unsafe, unethical or unprofessional practice on placement.

**PEP FLOW CHART 2: PROCESS FOR STUDENTS WHO ENGAGE IN UNSAFE OR UNPROFESSIONAL CONDUCT ON PLACEMENT**

Clinical Facilitator / Preceptor notifies the PEP Lead Nursing, providing a written summary of the issue and a recommendation regarding the continuation of the placement



PEP Lead notifies the Subject Convenor in writing with a recommendation regarding the continuation of the placement



PEP Lead identifies unsafe or unprofessional behaviour and recommendations and notifies the Head of Discipline (HOD)



PEP Lead and Subject Convenor meet with Clinical Faciliator and/ or placement provider to discuss the behaviour and agree on the outcome. If a Learning Agreement is agreed on, go to PEP Flow Chart 1. If cancellation of the placement is agreed, continue with PEP Flow Chart 2



Subject Convenor notifies the student over the phone or in person where possible. This is followed up with formal notification via email that clearly identifies how the behaviour has breached the RN Standards for Practice and / or threatened patient safety



The student is asked to provide a written account of events prior to attending a meeting with the investigation panel (Subject Convenor, PEP Lead, HOD). The student is encouraged to bring a support person to the meeting.



The student attends a meeting with the investigation panel to discuss the breaches to the RN Standards of Practice and / or threat to patient safety, the student's reflections on these, and the possible outcomes



The investigation panel meets to determine the final outcome based on the seriousness of the matter and the student's responses



The student is notified of the outcome in writing and the appeal process if applicable

## Students Administering Medicines

All BN students, regardless of their status with the NMBA (e.g. Enrolled Nurses), **MUST** administer medicines under the **DIRECT SUPERVISION** of an RN.

Drug administration procedures **must** comply with the following;

- State laws e.g. Poisons Act, where students are undertaking their PEP experience.
- All relevant policies and procedures of facilities where PEP is taking place.
- Administration of S8 and S4D drugs must be directly supervised by a Registered Nurse. BN students are **not allowed** to sign the legal documentation required. There must be two other accredited persons to undertake the procedure. This is a legal requirement.

# Managing Student Issues during Placement

One of the more challenging aspects of your role as a clinical facilitator is related to addressing student issues encountered during PEP.

## Student Absences

If there are medical reasons or extenuating circumstances that prevent a student from attending a placement or part of their placement, they are required to notify the following people before their shift begins;

- You, their clinical facilitator or clinical preceptor or other site supervisor.
- Their Subject Convenor.

Students are required to provide a medical certificate or other appropriate documentation for all absences. The certificate **must** be forwarded to the subject convenor. **Their subject convenor will then advise the student to formally apply for special consideration.** A medical clearance to practice is required following injury, surgery or a serious illness requiring extended leave. Students are advised to contact the clinical convenor prior to returning to placement.

## Your Role in Managing Student Absences

If one of your students is absent from placement for any length of time and you have not heard from the student directly, as well as trying to contact your student, you must also contact the relevant subject convenor or PEP Lead immediately to let them know that the student has not presented. This is:

- So that the subject convenor can follow up re the student's health and safety.
- To notify the subject coordinator of the amount of time that the student has missed.

## Additional Workplace Learning Hours

If one of your students is absent from placement, they may ask you if they can '*make up these hours*' during

their placement. Should one of your students ask you if they can make up hours, **please refer them to their subject convenor.**

## **Workplace Safety and Risk Management**

Students may experience a range of unplanned situations while undertaking PEP. For example:

### **Injury**

If one of your students should sustain an injury (physical or psychological) while on placement, as well as following facility policy in relation to reporting a work, health and safety issue, the injury/accident must also be reported to;

- You, their clinical facilitator or preceptor; and
- The Subject Convenor (you must email/contact them directly)

As well as completing health facility reporting requirements, students will also be advised to complete the Charles Sturt University Incident Form (computer system know an Protecht) which can be found at <https://www.csu.edu.au/division/hr/incident-or-hazard>

### **Body Substance Exposure**

Body substance exposure is viewed as an injury. In the event that a student is exposed during a PEP placement (eg. needle stick injury, eye splash), students are to follow health facility policy. As well as the initial first aid response, the following must be implemented:

- Report to relevant department at the health facility
- Notify the clinical subject coordinator
- Complete Charles Sturt University incident form
- Counselling to be arranged if required

If relevant you can encourage the student to read the following information at NSW Health

- HIV, Hepatitis B and Hepatitis C- Management of Health Care Workers Potentially Exposed

[https://www1.health.nsw.gov.au/pds/Pages/doc.aspx?dn=PD2017\\_010](https://www1.health.nsw.gov.au/pds/Pages/doc.aspx?dn=PD2017_010)

- Infection Prevention and Control Policy

[https://www1.health.nsw.gov.au/pds/Pages/doc.aspx?dn=PD2017\\_013](https://www1.health.nsw.gov.au/pds/Pages/doc.aspx?dn=PD2017_013)

### **Protecting Students**

While on placement, students are potentially vulnerable and it is your responsibility to notify the clinical subject coordinator of any incident or concern where the student is or could be compromised. Such circumstances may include;

- Participant or witness to a critical incident that may/has resulted in a report or investigation;
- Witness or be a victim of bullying, sexual harassment or other unacceptable behaviours by staff, clients or members of the public;
- Being asked to work in an environment with unsafe or inappropriate standards of practice.

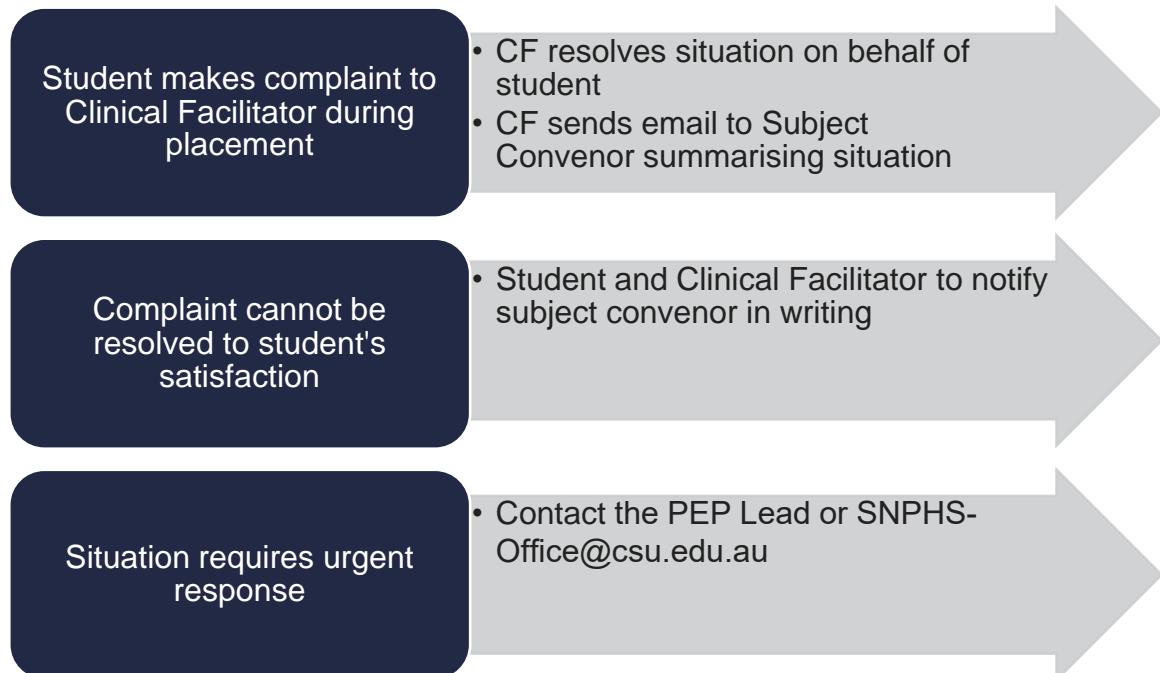
### **Insurance**

During placement for PEP, students are indemnified under the Charles Sturt University public liability insurance policy. This covers any damage they may cause to the health institution's property or injury they

may cause to staff or patients as a result of an act, error or omission. Charles Sturt does not insure student's personal property and for this reason, students take their personal property on placements at their own risk. Further information regarding insurance is available via the following link:  
<https://finance.csu.edu.au/services/insurance>

## Students Who Wish To Make a Complaint

There can be times when students are unhappy during their PEP placement. This can relate to issues such as shift allocation or professional relationships with supervisors or other team members. As their clinical facilitator, they may voice their concerns to you in the first instance. These situations can be stressful for both the student and you the clinical facilitator. Students have a right to make a complaint however it is important that complaints are dealt with in a professional manner. Below is the process to follow should a student make a complaint during their PEP placement.



# Responsibilities of the Clinical Facilitator after PEP

## Providing Feedback to the Clinical Subject Coordinator and Facilitation Manager

As well as the Clinical Facilitator Summary Sheet (Appendix 2), on completion of the placement with your students, it is important that you send an email to the Subject Convenor and PEP Lead highlighting the before, during and after experience of the placement. This will take the form of an email which comprises a critical reflection. Some aspects to focus on include;

- What went well, what not so well and why?
- Suggestions if something needs to be done differently next time

Feedback is important as it facilitates quality improvement to our processes and activities to best suit the needs of:

- Health facilities who host our students.
- You the Facilitator, Educator, Preceptor and other supervisors.
- Our students.
- Patients and consumers.

**NB:** Feedback about an individual student's performance must be provided **during** the placement and not left until the placement has been completed.

## Ensuring Your Time Sheets are completed

Another important responsibility to address when you complete your placement is to submit your timesheet in a timely manner. The following link <https://www.csu.edu.au/division/hr/current-staff/my-employment/web-kiosk> takes you to the Web Kiosk page. Scroll down to **User Guides** and click. Here you will be provided with the following information:

- Casual academic FAQ;
- User guide for submitting casual academic timesheets.

If you experience difficulty submitting your timesheets, please contact the PEP Lead.

## Responsibilities of Students on Completion of PEP

Students may ask you what to do with their documentation when their placement has finished. Students' main responsibility is to ensure that all required and completed documentation is submitted to their subject Brightspace site. If students question you on how to do this, please refer them to their subject outline.

## Evaluation of Placements and Your Role as Clinical Facilitator

The School of Nursing, Paramedicine and Healthcare Sciences is responsible for ensuring that rigorous quality improvement processes followed in relation to;

- The placements for PEP undertaken by our students; and
- Your role and practice as a Clinical Facilitator who is employed by Charles Sturt University.

We undertake the process of evaluation in a range of ways. For example;

- Student Experience Surveys are distributed at the end of each subject.
- Receiving feedback from students regarding their placement experience in relation to the site and facilitator.
- Circulating questionnaires to clinical facilitators and clinical preceptors annually in relation to their role and function.

# Appendix 1.

## Bachelor of Nursing Student Scope of Practice Document

The knowledge, skills and attitudes developed by BN students are an important foundation for their future work as RNs (Leung, Trevena, Waters, 2014) and form the basis of their scope of practice as student RNs. The tables provided below summarise the knowledge, skills and attitudes developed in simulated and clinical environments in each of the Nursing PEP and Clinical Reasoning in Nursing subjects. These knowledge, skills and attitudes directly inform the student RN's scope of practice for each PEP placement.

## Reference

Leung, K., Trevena, L., & Waters, D. (2014). Systematic review of instruments for measuring nurses' knowledge, skills and attitudes for evidence-based practice. *Journal of Advanced Nursing*, 70 (10): 2181- 2195.

All skills must be performed under the supervision of a registered nurse. Students must not directly undertake skills not listed for the subject they are attending placement for. Students may observe other skills and clinical activities to support knowledge development.

### **NRS162 Nursing Workplace Learning 1**

<b>Knowledge &amp; Attitudes</b>	<b>Skills</b>
Normal anatomy and physiology of the nervous, cardiovascular, haematological, lymphatic, pulmonary and immune systems	<ul style="list-style-type: none"><li>• Infection control – handwashing, standard and transmission-based precautions</li></ul>
Clinical Reasoning – beginning to understand the clinical significance of abnormal assessment findings and when to escalate care	<ul style="list-style-type: none"><li>• Health assessment and screening, including vital signs, level of consciousness, BGL and urinalysis</li></ul>
Mindful communication	<ul style="list-style-type: none"><li>• Assistance with mobilisation and pressure area care, including falls screening and prevention</li></ul>
Caring in practice	<ul style="list-style-type: none"><li>• Basic assistance with ADLs – teeth, hair, setting up for a shower</li></ul>
Culturally safe care	<ul style="list-style-type: none"><li>• Basic life support</li></ul>
Professional comportment	<ul style="list-style-type: none"><li>• Documentation – recording vital signs and basic assessment information</li></ul>
Locating evidence for practice	
Legal principles of consent, privacy and confidentiality, professional boundaries and documentation	
Contexts where nurses work and roles of interprofessional team members	

All skills must be performed under the supervision of a registered nurse. Students must not directly undertake skills not listed for the subject they are attending placement for. Students may observe other skills and clinical activities to support knowledge development.

## NRS173: Nursing Workplace Learning 2

Knowledge & Attitudes	Skills
Normal anatomy and physiology of the integumentary, musculoskeletal, endocrine, urinary and reproductive systems; Pathophysiology of integumentary, cardiovascular, respiratory, endocrine, exocrine and fluid balance disorders; Interprofessional and intraprofessional collaboration, Quality improvement, responding to incidents End of life care, including legal considerations Assessment types and settings – primary, secondary survey, focused assessment, assessment frameworks, risk assessment Using the clinical reasoning cycle to plan and evaluate care Patient care for comfort, dignity and healing Wound assessment and care Principles of medication administration, including basic pharmacology	Skills from NRS162: Nursing Workplace Learning 1, with the addition of: <ul style="list-style-type: none"><li>• Nursing assessments and risk screening, including pre and post-operative</li><li>• Admissions</li><li>• Assist with discharge planning, including patient education</li><li>• Documentation of assessment findings, basic progress notes (co-signed)</li><li>• Handover using framework</li><li>• Basic wound assessment and dressings</li><li>• Medication administration – oral, topical, subcutaneous and intramuscular</li></ul>

All skills must be performed under the supervision of a registered nurse. Students must not directly undertake skills not listed for the subject they are attending placement for. Students may observe other skills and clinical activities to support knowledge development.

### **NRS276: Nursing Workplace Learning 3**

<b>Knowledge &amp; Attitudes</b>	<b>Skills</b>
<p>Pathophysiology of infection, inflammation, immune, musculoskeletal, gastrointestinal, endocrine, renal and reproductive disorders</p> <p>Applying the clinical reasoning cycle to people, families and communities</p> <p>Transpersonal teaching</p> <p>Cultural safety</p> <p>Caring for vulnerable people across the lifespan</p> <p>Use of evidence in practice</p> <p>Focused assessment and management of the neurological, cardiovascular, respiratory and endocrine</p> <p>Planning and implementing nursing care for people with neurological, cardiovascular, respiratory and endocrine health challenges, including use of the clinical reasoning cycle</p>	<p>Skills from NRS162 and NRS173, with the addition of:</p> <ul style="list-style-type: none"><li>• Assessment and management of peripheral IV access, including removal</li><li>• Administration of peripheral IV fluids and medications</li><li>• Focused assessment and management of the neurological system – GCS, neuro observations, cranial nerve assessment, log rolling</li><li>• Cardiovascular assessment – 12 lead ECG, neurovascular assessment, chest pain assessment</li><li>• Respiratory assessment and care – lung sounds, inhalational medications, oxygen administration;</li><li>• Endocrine assessment and care – administration of insulin, management of hypoglycaemia</li><li>• 1 patient load in Week 4</li></ul>

All skills must be performed under the supervision of a registered nurse. Students must not directly undertake skills not listed for the subject they are attending placement for. Students may observe other skills and clinical activities to support knowledge development.

### **NRS282: Nursing Workplace Learning 4**

<b>Knowledge &amp; Attitudes</b>	<b>Skills</b>
History, culture and knowledges of Aboriginal and Torres Strait Islander peoples  Advanced pharmacology  Links between organisational policies and guidelines, research and practice  Advocacy – legal and ethical principles  Focused assessment of the gastrointestinal, renal, reproductive and musculoskeletal systems  Planning and implementing nursing care for people with renal, reproductive and musculoskeletal health challenges, including use of the clinical reasoning cycle to plan and prioritise care  Pain assessment and care  Advanced wound assessment and care	Skills from NRS162, NRS173 and NRS277, with the addition of: <ul style="list-style-type: none"><li>Assessment and management of Central Venous Access Devices (CVADs), including dressings, accessing and removal;</li><li>Administration of blood products (2 RNs must still complete checking and documentation)</li><li>Comprehensive pain assessment</li><li>Administration of opioid analgesia, including PCA ((2 RNs must still complete checking and documentation)</li><li>Abdominal assessment</li><li>Insertion and management of salem sump nasogastric tubes</li><li>Management of TPN</li><li>Drain, staple and suture care and removal</li><li>Stoma care</li><li>IDC insertion, care and removal</li><li>Complex wound dressings</li><li>2 patient load from the start of Week 3</li></ul>

All skills must be performed under the supervision of a registered nurse. Students must not directly undertake skills not listed for the subject they are attending placement for. Students may observe other skills and clinical activities to support knowledge development.

### **NRS386: Nursing Workplace Learning 5**

<b>Knowledge &amp; Attitudes</b>	<b>Skills</b>
Organisational models of care Regional, national and global health priorities Social determinants of health Leadership, delegation and mentoring Nursing culture & professional comportment Communication strategies for interprofessional communication Technology in practice Rural and remote care environments Assessment and care of older persons Assessment and management of complex respiratory presentations Assessment and management of complex cardiovascular presentations Assessment and management of complex mental health presentations	Skills from NRS162, NRS173, NRS277 and NRS283, with the addition of: <ul style="list-style-type: none"><li>• Paediatric medication and fluid administration</li><li>• Assessment and management of complex respiratory presentations – advanced oxygen therapy, chest drain management</li><li>• Mental health assessment</li><li>• Delirium assessment and screening</li><li>• 3 patient load from Week 2 onwards</li></ul>

All skills must be performed under the supervision of a registered nurse. Students must not directly undertake skills not listed for the subject they are attending placement for. Students may observe other skills and clinical activities to support knowledge development.

### **NRS398: Nursing Workplace Learning 6**

Knowledge and Attitudes	Skills
Pathophysiology of stress, cancer and ageing	Skills from NRS162, NRS173, NRS277, NRS283, with the addition of:
Pathophysiology of chronic health challenges	
Pharmacological management of chronic health challenges	
Models of care for people with chronic health challenges	There are no new skills for this placement. The focus of this placement is on the consolidation of knowledge and skills from previous subjects.
Planning, implementing and evaluating care for people with chronic and complex health challenges	Students are still required to be supervised by a registered nurse, but minimal prompting should be required for most tasks.
End of life care – legal and ethical implications	Students should be assigned a 4-patient load throughout the placement, whenever possible.

# Appendix 2. Student Safety Audit Checklist

## Clinical Venue Name:

Domain	Y	N	N/A
<b>Facility/Health Service COVID19 Plan</b> <ul style="list-style-type: none"> <li>• <b>Supported/approved by the relevant Jurisdiction</b> <ul style="list-style-type: none"> <li>○ Case notifications and management</li> </ul> </li> </ul>			
<b>Student Orientation Procedures</b> <ul style="list-style-type: none"> <li>• Placement attendance notification           <ul style="list-style-type: none"> <li>○ Contact person</li> <li>○ Day</li> <li>○ Time</li> </ul> </li> <li>• Student Document Requirements</li> <li>• WH&amp;S Induction (including Policies and Procedures)</li> <li>• Security           <ul style="list-style-type: none"> <li>○ General details</li> <li>○ Requirement to report suspicious activity</li> </ul> </li> <li>• Sharp Objects requirements           <ul style="list-style-type: none"> <li>○ Location of sharps containers</li> <li>○ Facility protocols and procedures</li> </ul> </li> <li>• Manual Handling:           <ul style="list-style-type: none"> <li>○ lifting devices - types</li> <li>○ use of lifters - facility protocols and procedures</li> </ul> </li> <li>• Fire Safety Training</li> <li>• Infection control requirements           <ul style="list-style-type: none"> <li>○ First Aide instructions and requirements</li> <li>○ Occupational exposure to blood borne viruses - facility protocols and procedures</li> </ul> </li> <li>• Student identification badge requirements:           <ul style="list-style-type: none"> <li>○ CSU</li> <li>○ Facility specific</li> </ul> </li> <li>• Personal injury           <ul style="list-style-type: none"> <li>○ Emergency medical treatment</li> <li>○ Latex sensitivity</li> </ul> </li> <li>• Critical Incidents           <ul style="list-style-type: none"> <li>○ Reporting</li> <li>○ Self-care</li> </ul> </li> <li>• General safety in the workplace (facility protocols and procedures provided to students)           <ul style="list-style-type: none"> <li>○ Driving/passenger whilst on Placement</li> </ul> </li> </ul>			
<b>Accommodation</b>			

<ul style="list-style-type: none"> <li>• On –site <ul style="list-style-type: none"> <li>◦ Environmental safety</li> <li>◦ Lighting</li> <li>◦ Security</li> <li>◦ Key access</li> <li>◦ Privacy</li> <li>◦ Kitchen</li> <li>◦ Laundry</li> <li>◦ Bathroom</li> </ul> </li> <li>• Off – site <ul style="list-style-type: none"> <li>◦ Public transport availability</li> </ul> </li> </ul>			
<b>Staff Parking</b>			
<ul style="list-style-type: none"> <li>• On-site <ul style="list-style-type: none"> <li>◦ Environmental safety</li> <li>◦ Lighting</li> <li>◦ Security</li> </ul> </li> <li>• Off-site</li> </ul>			
<b>Security in-situ:</b>			
<ul style="list-style-type: none"> <li>• On-site security personnel</li> <li>• Cameras - CCTV: <ul style="list-style-type: none"> <li>◦ External</li> <li>◦ Internal</li> </ul> </li> <li>• Security provision to students; <ul style="list-style-type: none"> <li>◦ Security contact details</li> <li>◦ Security escort to car park at the completion of shift (afternoon &amp; night shifts).</li> </ul> </li> <li>• Aggression prevention and management <ul style="list-style-type: none"> <li>◦ Protective screens</li> </ul> </li> <li>• Duress alarms <ul style="list-style-type: none"> <li>◦ Personal</li> <li>◦ Static</li> </ul> </li> <li>• General Alarms <ul style="list-style-type: none"> <li>◦ Buzzers and equipment</li> </ul> </li> <li>• Healthcare Emergency Codes System <ul style="list-style-type: none"> <li>◦ Emergency Protocols</li> <li>◦ Flip charts provided</li> </ul> </li> </ul>			
<b>Fire Emergency Procedures:</b>			
<ul style="list-style-type: none"> <li>• Fire warning system</li> <li>• Firefighting equipment <ul style="list-style-type: none"> <li>◦ Locations</li> <li>◦ Extinguisher types</li> </ul> </li> <li>• Visible Evacuation plans</li> <li>• Exit doors</li> <li>• Designated Mustering /Assembly Points</li> <li>• Non-smoking signage</li> </ul>			
<b>Facility Policies, Procedures, Protocols</b>			
<ul style="list-style-type: none"> <li>• Manual/Information locations</li> <li>• Student access</li> </ul>			
<b>Personal Protective Equipment</b>			
<ul style="list-style-type: none"> <li>• Gloves</li> <li>• Masks</li> </ul>			

<ul style="list-style-type: none"> <li>• Glasses</li> <li>• Face shields</li> <li>• Gowns</li> <li>• Scrubs</li> </ul>			
<b>Staff Facilities</b> <ul style="list-style-type: none"> <li>• Designated Staff Meal room <ul style="list-style-type: none"> <li>◦ Food storage facilities</li> </ul> </li> <li>• Cafeteria/vending machine</li> <li>• Shower</li> <li>• Toilet</li> <li>• Secure area <ul style="list-style-type: none"> <li>◦ Personal Lockers</li> </ul> </li> </ul>			
<b>Work Health &amp; Safety</b> (including Facility protocols and procedures) <ul style="list-style-type: none"> <li>• Sharp Objects receptacles <ul style="list-style-type: none"> <li>◦ Location of sharps containers</li> </ul> </li> <li>• Manual Handling: <ul style="list-style-type: none"> <li>◦ Lifting devices</li> </ul> </li> <li>• Handover Requirements <ul style="list-style-type: none"> <li>◦ Tools / documents utilised</li> </ul> </li> <li>• Critical Incident protocols and processes <ul style="list-style-type: none"> <li>◦ Form/Riskman report</li> </ul> </li> <li>• Motor vehicles – Facility Fleet Vehicle: <ul style="list-style-type: none"> <li>◦ Risk Assessment Document <ul style="list-style-type: none"> <li>◦ Transporting patients</li> <li>◦ Community visits</li> </ul> </li> </ul> </li> <li>• Hand Sanitation and Hygiene Stations</li> <li>• Contaminated linen receptacles <ul style="list-style-type: none"> <li>◦ Locations</li> </ul> </li> <li>• General waste receptacles <ul style="list-style-type: none"> <li>◦ Locations</li> </ul> </li> <li>• Biological waste receptacles <ul style="list-style-type: none"> <li>◦ Locations</li> </ul> </li> </ul>			
<b>Ward Computer</b> <ul style="list-style-type: none"> <li>• Student access</li> </ul>			
<b>Library / Internet Facilities</b> <ul style="list-style-type: none"> <li>• Student access</li> </ul>			
<b>Facility Ward Access</b> <ul style="list-style-type: none"> <li>• Lifts <ul style="list-style-type: none"> <li>◦ General public</li> <li>◦ Staff only</li> </ul> </li> <li>• Stairwells</li> <li>• Ramps</li> </ul>			
<b>Pastoral Care</b> <ul style="list-style-type: none"> <li>• Chapel</li> <li>• EAP</li> <li>• Student Counselling support</li> </ul>			

# Appendix 3: Clinical Facilitator Summary Sheet

NB: To be submitted to relevant Clinical Subject Coordinator via email weekly.

<b>Clinical Facilitator:</b> _____				<b>Subject Coordinator:</b> _____			
<b>Subject Code &amp; Name:</b> _____				<b>Placement Site &amp; Dates:</b> _____			
Student Name	General Comments	Leave Days	Meetings	Phone Calls	Learning Agreement Y/N	Progress Satisfactory	Additional Comments

# References

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Leung, K., Trevena, L., & Waters, D. (2014). Systematic review of instruments for measuring nurses' knowledge, skills and attitudes for evidence-based practice. *Journal of Advanced Nursing*, 70 (10): 2181- 2195.

NSW Health (2020). *Respecting the Difference: An Aboriginal Cultural Training Framework for NSW Health*. Retrieved from <https://www.health.nsw.gov.au/workforce/aboriginal/Pages/respecting-the-difference.aspx>.