

# CLINICAL PLACEMENT AND PROFESSIONAL EXPERIENCE POLICY



UNIVERSITY  
OF SOUTHERN  
QUEENSLAND

Faculty of Sciences



Welcome to Clinical Placements at the University of Southern Queensland.

The University of Southern Queensland provides a Bachelor of Nursing Degree to enrolled students through full time, part time or accelerated study. This means that our students can complete their course in 2 years, 3 years or longer.

A vital part of the Degree is the completion of the core clinical courses required to meet the registration standards for a beginning Registered Nurse. This student guide offers the guidelines that must be followed to ensure a successful clinical placement.

The Clinical School is coordinated by a Clinical Director and Administration Coordinator. The Administration Coordinator professional experience is available to assist with extenuating circumstances and problems that students may encounter preparing for and undertaking a clinical placement. A student's examiner and Clinical Director will assist students with performance related concerns.

The Clinical Team consists of Clinical Liaison and Professional Experience staff in Toowoomba and at Fraser Coast. These positions are responsible for the allocating of placements through the placement system SONIA. They are guided by the principles of student placement. These are that placements are allocated fairly, equitably, placement site will depend on prior placement history, extenuating circumstance, facility availability and direction from the Administration Coordinator.

The details of the members of the Clinical Team is listed below.

## Clinical Placement and Professional Experience Team Nursing

### TOOWOOMBA

#### CLINICAL DIRECTOR

Mrs Melissa Taylor

#### ADMIN COORDINATOR PROFESSIONAL EXPERIENCE

Mrs Christine Abrahams

#### Clinical Liaison Officer

Mrs Kay Higlett

#### Admin Officer Professional Experience

Mrs Kirsty Mitchell

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**Phone:** (07) 4631 2974

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### FRASER COAST

#### CLINICAL COORDINATOR

Associate Professor Trudy Yuginovich

#### CLINICAL LIAISON

Ms Melanie George

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Prior to commencing any clinical placement it is a must that students meet all clinical placement requirements.

## MANDATORY REQUIREMENTS

To ensure we abide by the regulations and requirements of the Health Care facilities you will be attending (and for your safety and the safety of the people you will come into contact with), it is a mandatory requirement that you submit certain documentation to ensure you are ready for clinical practice. Some documentation is submitted only once and some will need to be renewed throughout your studies. Please read this document carefully.

Students **must be current** with the following documents to be eligible for clinical placement:

CPR Certificate	Has an annual expiry date – submit yearly
Criminal History Police Check	Has a 3 year expiry date
Blue Card	Has a 3 year expiry date
Qld Health Student Orientation Checklist	Once only document – supplied in 1 <sup>st</sup> year
Qld Health Placement Deed	Once only document – supplied in 1 <sup>st</sup> year
Qld Health Privacy and Consent Deed	Once only document – supplied in 1 <sup>st</sup> year
Hep B immunisation status	Once only document – supplied in 1 <sup>st</sup> year
Declaration Form (Back page )	Once only document – supplied in 1 <sup>st</sup> year
Fitness for Clinical	Supplied in first year and as required or requested

**It is the student’s responsibility to ensure they are current with the above documents. USQ will not advise you of documents that are due to expire or have expired. You are able to view your expired/none supplied mandatory documents under your details in SONIA.**

### 100% attendance at all designated clinical placements

- All clinical experience is mandatory.
- It is an expectation that students will attend 100% of their clinical experience at the time and shift allocated by their respective preceptor of clinical facility.

All aspects of the placement, apart from organising it, are the students own responsibility. This includes:

- arranging child-minding;
- organising transport to and from the placement; and
- making plans to rearrange work shifts if necessary

The clinical calendar is available on Study Desk within BNUR site to assist in the planning of upcoming clinical placement dates.

- Where a student’s clinical performance is deemed incomplete because the student has not completed the experiential time requirements of the clinical placement, the Make-Up Protocol for Missed Clinical Placement will take effect in negotiation with the USQ Clinical School.
- USQ students are not required to attend clinical placement at healthcare facilities for

periods formally designated by the government as a Public Holiday. If the healthcare facility continues to operate as usual within designated Public Holidays student participation is at the discretion of the preceptor or clinical facilitator.

- Supervisors will not be provided in healthcare facilities during periods designated as public holidays by USQ

### CPR Certificates

- It is a requirement of Queensland Health and USQ that students supply a copy of their CPR certificate annually
- It is a requirement that certificates that are due for renewal within your next clinical placement are updated prior to selection on SONIA for the clinical (that is 8 weeks prior to the clinical commencing)
- First year commencing students enrolled in the Bachelor of Nursing program are required to have a CPR certificate successfully completed to be able to attend their first clinical placement in the second semester.
- First aid courses inclusive of CPR are conducted by the following providers:
  - Victoria Parker – USQ Nursing
  - Queensland Ambulance Service
  - St. John's First Aid
  - Private Trainers
- Documentation from a workplace employer in CPR training, will need to be accepted by the Clinical Director USQ Clinical School
- From January 2011 Q Health Basic Life Support will be accepted.
- All certificates MUST contain one of the displayed logos



**Please note online training of CPR is not accepted by USQ**

### Assistance with completion of CPR requirements

**Fraser Coast Students:** Students need to email Student Guild during orientation week to register their interest for a CPR course. Student Guild **will only run** a CPR course if enough interest is shown. If Student Guild does not run a course the students will need to seek a private facility to gain their CPR certificate. Student Guild Email: fcguild@usq.edu.au

**Toowoomba Students:** CPR courses are run by accredited USQ Examiner at various times through the year. Please see the clinical notice boards or Sciences Reception for upcoming dates. Courses can also be done through private providers e.g. St Johns Ambulance, Queensland Ambulance Service

### Blue Cards (Working with Children Suitability Card)

- In compliance with private facility clinical placement contracts, it is a mandatory requirement for all undergraduate nursing students in the Bachelor of Nursing program to have a Blue Card to be able to attend clinical placement.
- A Blue Card must be completed irrespective of whether you have contact with a child or not. Students can access relevant Blue Card information at <http://www.ccydpcg.qld.gov.au/index.html>
- The Blue Card is free for students.
- Students need to fill in the new application form that has the 'S' at the top of the application form
- New applications take 6-8 weeks for processing and once approved stay current for a period of 3 years unless terminated by the commission earlier.
- Students must renew their blue cards **30 days prior to the expiry of their current card**; this will ensure the student remains current whilst the renewal application is being processed.
- Students are required to submit a copy of their Blue Card (with the original cited by the Faculty of Science reception staff or Clinical Liaison Officer) early in their first semester of enrolment in the Bachelor of Nursing Program.

- In the event a student objects to obtaining a Blue Card to undertake clinical experience alternative arrangements may be sourced however this is not guaranteed and is reliant on clinical placement facility acceptance.

## Criminal History Police Check

- The University of Southern Queensland is responsible for ensuring students placed in aged care facilities do not have a criminal record that precludes them from undertaking clinical placement as per the Aged Care Act 1997. Section 4.4.2 of the *Police Certificate Guidelines for Aged Care Providers* lists the criminal convictions that preclude a person from placement in an aged care facility.
- In Queensland students may complete a Criminal History Police Check through an application at their local police station or a Federal Police National Criminal Check via the following website
- In compliance with the Federal Department of Health and Ageing policy on working in aged care, it is a mandatory requirement for all undergraduate nursing students in the Bachelor of Nursing program to undertake a Criminal History Police Check (at their own expense) to be able to attend clinical placement..
- Students will need to visit their local police station you will be required to:
  - ※ Provide photo ID
  - ※ Complete the relevant forms and provide payment for the application
- Students are required to submit a copy of their Criminal History Police Check (with their original to be cited by the Faculty of Science Reception or Clinical Liaison Officer) to their respective Clinical Office or Faculty of Science Reception (Toowoomba) early in their first semester of enrolment in the Bachelor of Nursing Program.
- If a student has been a citizen or permanent resident of another country other than Australia since turning 16 years of age, a statutory declaration is required to be provided before undertaking placement in an aged care facility (in addition to completing an Criminal History Police Check). A statutory declaration template (found in Appendix 2) and information is provided in section 4.4.6 of the *Police Certificate Guidelines for Aged Care Providers* available at:  
<http://www.health.gov.au/internet/main/publishing.nsf/Content/ageing-quality-factsheet-policechecks.htm>
- The University is responsible for ensuring students placed in aged care facilities do not have a criminal record that precludes them from undertaking placement, as per the Aged Care Act 1997. Section 4.4.2 of the *Police Certificate Guidelines for Aged Care Providers* lists the criminal convictions that would preclude a person from placement in an aged care facility. Information on assessing a police certificate is provided in section 4.8. The Department has provided an individual assessment form template and police certificate register template.
- Where convictions are recorded on a police check, prior to the student being placed in an aged care facility the USQ clinical school will consult the Guidelines and ensure the student is eligible for such a placement.
- In the event the student is ineligible for such a placement and the aged care facilities involved do not wish to allow the student to undertake clinical experience an alternative may be sourced however this is not guaranteed. At such a time a discussion may occur in relation to a delay until such a time that eligibility is achievable.

## HEP B Immunisation

It is a requirement of USQ and Queensland Health that all students must have evidence of Hepatitis B immunisation. As of 29 July 2007 there is no longer any requirement to demonstrate sero-conversion. Evidence of completed immunisation only is required.

Hepatitis B Vaccinations (a series of three injections) take six months and **needs to be commenced no later than the first week of your first semester of study**, in preparation for the first clinical course in semester 2.

Hepatitis B vaccinations are available from your own medical practitioner.

**Fraser Coast Students:** You will need to obtain your immunisation through your local GP as we do not have a health centre on campus.

**Toowoomba Students:** Hepatitis B vaccinations are available from the [USQ Health Centre](#). The blood test is free at the USQ Health Centre if you show your student ID card. Please refer to the following guidelines for more information  
[http://www.health.qld.gov.au/chrisp/ic\\_guidelines/23563.pdf](http://www.health.qld.gov.au/chrisp/ic_guidelines/23563.pdf)

## Other Immunisations

While it is not a compulsory requirement of USQ to undergo TB screening, it is highly recommended for your own safety. (Please see your Medical practitioner regarding any other immunisations that may be appropriate)

## Queensland Health Documents

### Student Orientation Checklist

Queensland Health provides a detailed summary of Clinical Placement Guidelines. You are required to have read this material and **you must complete** the Student Checklist.

The Guidelines can be downloaded from the [Queensland Health](#) website. The Student Orientation Checklist is located at [http://www.health.qld.gov.au/sop/content/essentials\\_homepage.asp](http://www.health.qld.gov.au/sop/content/essentials_homepage.asp)

**The checklist cannot be submitted until you have completed all parts of the checklist** and attached evidence of Hep B immunisation as well as a positive blue card (photocopy of current blue card or a positive issue notice for Blue Card). This document is only required to be signed and submitted once during your program.

### Student Placement Deeds

These are found at the [Queensland Health](#) website under [Student Placement Deeds](#). They consist of:

1. [Placement Requirements](#)
2. [Privacy and Consent](#)

Both of these must be signed and then witnessed by a USQ employee prior to Clinical Placement. They are required to be signed once only during your student term. These deeds can be located in the appendix section of this guide.

**Fraser Coast Students:** Students can also find the following documents on the students P:\ drive, this drive is only available from USQ computers. Forms available are Blue Card Application, Blue Card Renewal, Blue Card Validation, QHealth Student Orientation Checklist, QHealth Deed Poll – Privacy and Consent and Qhealth Deed Poll – Placement.

## Important Health Issues

### Student Registration Obligations - Student Health Related Issues

Clinical Placement allocation occurs based on student enrolment pattern, pre requisites and past clinical placement history. Registered, Enrolled and Student Nurses are governed by nationally consistent legislation, the **Health Practitioner Regulation National Law Act 2009** (the national law). The role of the Boards under the national law is to protect the public. The Law clearly articulates the responsibilities of the University and that Student in ensuring compliance with respect to students attending clinical placement. This obligation includes compliance with respect to fitness to practice and conduct on clinical placement.

Section 90 of the Law discusses the registration of students. Students are registered with AHPRA in their first semester of study. At USQ this occurs following the Census Date. Students registration expires at 'the end of the day on which the student completes, or otherwise ceases to be enrolled in, the approved program of study' (Section 90. P94 Health Practitioner Regulation National Law Act, 2009).

To comply with the Health Practitioner Regulation National Law Act 2009, there are mandatory requirements that MUST be met for the University and individual Student to ensure patient safety and legislative compliance.

**An education provider is required under the National Law to notify AHPRA if they reasonably believe:**

- *a student enrolled in a program of study provided by the education provider has an impairment that, in the course of the student undertaking clinical training as part of the program of study, may place the public at substantial risk of harm; or*
- *a student for whom an education provider has arranged clinical training has an impairment that, in the course of the student undertaking clinical training, may place the public at substantial risk of harm.*

Information provided from Section 143 National Legislation 2009.

**Students have an obligation under the National Law to notify AHPRA within seven days if:**

- *Students have an obligation to notify AHPRA within seven days if:*
- *They have been charged with an offence punishable by 12 months imprisonment or more or*
- *They have been convicted or, or are the subject of, a finding of guilt for an offence punishable by imprisonments or*
- *Their registration under the law of another country that provides for the registration of students has been suspended or cancelled.*

**Your health and well being are important to us. We seek to assist you in meeting the clinical needs of your course.** To do this, we need to hear from you if you have a pre-existing health condition / disability or mental health related issue that may affect your clinical placement. It is vital that you communicate this information and advise the Clinical Liaison Officer / Clinical Director PRIOR to your Clinical placement. All students must complete the 'Fit for Clinical' Declaration prior to clinical placement allocation. This is within your USQ declaration.

## **Pregnancy**

Students who are pregnant will be required to provide a medical clearance certificate involving the ability to actively participate in all placement activities required to achieve the objectives of the course/placement. Failure to provide this information may result in the inability to continue with the clinical placement. These certificates must be received by the Clinical School prior to the placement commencing. If a student becomes aware they are pregnant whilst on clinical the same process applies with a medical clearance to be provided to the Clinical School as soon as possible.

To ensure your fitness for clinical you may be asked to provide the Clinical School with a medical clearance certificate. This may occur from the self declaration within your 'fit for clinical declaration form'. This medical certificate must provide evidence that you are able to fully participate in all the required activities, skills and communications to meet the objectives of the course. A medical certificate that states you are able to observe activities will result in a deferred clinical placement. All information provided will be treated with the highest discretion and privacy.

## **Risk Management**

As students participate in the clinical placement program it is essential that you are aware of the hazards that could occur while on placement. You have an obligation to protect and minimise any potential incident from an identified hazard. Below are some common hazards that you might see, and way to minimise the risk associated. If at any time on clinical placement you feel unsafe or not comfortable with a potential or actual risk you must notify the Clinical School on 46312974.

### **Student Travel to and from Placement**

There is a risk of motor vehicle accidents when travelling to and from placements. Travelling distances to rural or remote placements can be tiring. It is recommended that you take regular breaks and stops in this journey. Check on study desk to see if there are other students travelling to the same destination, you may be able to share the journey with them.

If you are driving to a placement it is important that you practice safe driving. If you are on prescribed medications consult your Doctor as to whether it is safe for you to drive. Remember to park your vehicle in areas that the health care facility have deemed suitable for staff to park. If you are leaving a health care facility after hours remember to abide by the security requirements of the facility to minimise any risk to yourself.

### **Infectious disease risk**

Cross infection, the physical movement or transfer of harmful bacteria from one person, object, or place to another, or from one part of the body to another (such as touching a staph-infected hand to the eye) is one of the risks of the delivery of health care

- Non-participation in vaccination requirements increases your risk of contracting a disease through exposure to blood and body substances in the clinical setting.
- There is risk of contracting a disease through handling and exposure to blood, body substances or infectious materials. The risk is increased if you have an open wound, such as a cut on the finger.
- There is a risk of contracting an acute infectious disease, such as influenza, from exposure to infected individuals.
- Handling of any object capable of inflicting penetrating injury (for example needles) while on placement has the potential to cause injury and infection.

These risks can be reduced by maintaining your health and immunity, maintaining your personal hygiene, undergoing vaccination and health tests using PPE and adhering to local workplace infection control procedures (which include procedures for sharps injuries and blood exposure).

In the event that a splash or needle stick injury occurs, students must immediately notify the health care facility contact person, and the Clinical School. An incident form **MUST** be completed at both the health care facility and University. Student services at USQ are able to provide further support and guidance with counselling as it is required in the event of a high risk incident.

### **Psychological risk**

If you believe that you are being bullied or harassed while on placement you should try to raise the issue with the person if possible, or speak to your supervisor and/or course convenor. If you feel uncomfortable with addressing the situation with the person involved students **MUST** contact the Clinical School to discuss the matter further and seek appropriate direction or intervention at this level. Student services are able to provide students with the support and guidance whilst a management plan is determined.

### **Manual handling risk**

Poor manual handling could result in strains, sprains etc. If you have an injury or significant weakness in one or more of your limbs or back, or you are pregnant, you are at even greater risk. Ensure you practice safe manual handling practices. Think before you lift! Consider whether there is an alternative to manual lifting.

In the event that you sustain an injury before or during your clinical placement time students **MUST** contact the Clinical School and report this. The Clinical School can be contacted on 4631 2974

## Clinical Courses

Please refer to the Clinical Calendar to ascertain when these Clinical Courses are offered.

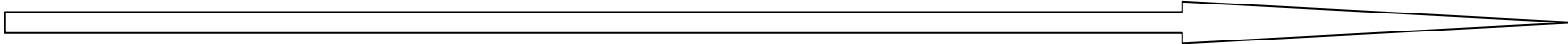
Course number	Course name	Hrs	Pre-requisites	Clinical Placement Setting
NUR1099	Clinical A: Assessment and Care	80	NUR1010 or NUR1140  <b>80Hrs of clinical placement</b>	Facilitated placement within an Aged Care Facility.
NUR2199	Clinical AA: Situated Practice	88	(2007) NUR2010 (2008) NUR2000 and NUR2099  <b>80Hrs of clinical placement &amp; 8Hrs of online clinical briefing and debriefing</b>	Preceptored placement within a hospital setting – No acute care wards.
NUR2499	Clinical B: Nursing care in context	168	NUR2199 and NUR2100 or NUR2020 and NUR2030 Recommended prior study: NSC2500 <b>160Hrs of clinical placement &amp; 8Hrs of online clinical briefing and debriefing</b>	Preceptored placement within a hospital setting
NUR3599	Clinical C: Nursing care for mental health	168	NUR2199 and NUR2200 Recommended prior study: NSC2500  <b>160Hrs of clinical placement &amp; 8Hrs of online clinical briefing and debriefing</b>	Preceptored placement within a mental health facility. Students could also be placed within aged care in the acute dementia wards and this would be a facilitated placement.
NUR3099	Clinical D: Nursing for Communities	168	Pre-requisite: NUR2199, NUR2100, NUR2400 and NUR2500  Recommended prior or concurrent study: NUR3030  <b>160Hrs of clinical placement &amp; 8Hrs of online clinical briefing and debriefing</b>	Preceptored placement within a community health setting.
NUR3499	Clinical E: The Beginning Practitioner	168	Must be in final semester of study  Co-requisite: NUR3200 but will be prior in 2 year progression  Pre-requisite: NUR2200, NUR2400, NUR2500 and NSC2500 plus two of NUR2499, NUR2599 or NUR3099  <b>160Hrs of clinical placement &amp; 8Hrs of online clinical briefing and debriefing</b>	Preceptored placement within a hospital, aged care or mental health setting. Students are permitted to revisit wards they have previously been placed at for this clinical.

Textbook It is recommended that you purchase Levett-Jones, T. and Bourgeois, S. 2007, *The Clinical Placement: An essential guide for nursing students*, Elsevier, Sydney

## Student Clinical Placement and Professional Experience Policy

**Table of Theoretical Course and their Relation to Clinical Placement**

<p><b>NUR1140</b> Responsible Nursing Practice</p> <p>Laboratory: basic nursing skills &amp; nursing codes &amp; standards</p>	<p><b>NUR1099</b> Professional Nursing for older people</p> <p>Theory -specific care of older adults, plus 80 hours of facilitated clinical in aged-care</p>	<p><b>BIO1203</b> Human Anatomy and Physiology</p> <p>Structure and function of human cells, tissues and organs. Human anatomy &amp; physiology</p>	<p><b>NUR2199</b> Clinical AA: Situated Practice</p>	<p><b>NUR3030:</b> Indigenous Health and Cross Cultural Care</p> <p>Health care and cultural safe practice specific to particular cultural groups, including non-indigenous Australians</p>	<p><b>NUR1140</b> Responsible Nursing Practice</p> <p>Laboratory: basic nursing skills &amp; nursing codes &amp; standards</p>	<p><b>NUR3120:</b> Nurses as Leaders in Health Care Settings</p> <p>Structure &amp; functioning of healthcare organisations, impact on health care models, role of nurses as leaders and managers within health care.</p>	<p><b>NUR3499</b> Clinical E: The Beginning Practitioner 160 hours acute medical surgical clinical placement – advanced.</p>	<p><b>Bachelor of Nursing (BNUR)</b> <b>Registered Nurse (RN)</b></p>	
<p><b>NUR 1120</b> Social Determinates of Health</p> <p>Illness, wellness, population health, social / psychological/ biological/ and environmental determinants of health</p>		<p><b>NUR2000</b> Medications: Theory and Practice Laboratory: Understanding of prescription, administration, absorption, metabolism and excretion of medication. Nurse's role in the implementation, administration and management of medications.</p>		<p><b>NSC2500:</b> Pharmacology and Physiology</p> <p>Fundamental physical &amp; mental health disorders, inflammatory, cardiovascular, musculoskeletal, gastrointestinal, endocrine, respiratory, and urinary diseases, shock and cancer.</p>	<p><b>NUR 1120</b> Social Determinates of Health</p> <p>Illness, wellness, population health, social / psychological/ biological/ and environmental determinants of health</p>				
<p><b>NSC 1500</b> Biophysical Science in Nursing</p> <p>Physics, chemistry, &amp; biochemistry relevant to the functioning of the healthy human body, basic human microbiology and immunology, nature of infection and control.</p>		<p><b>NUR1200</b> Concepts in Patient Care</p> <p>Holistic care of people experiencing physical or psychological alterations due to illness. Patient assessment, interventions, framework for addressing specific disorders and diseases</p>		<p><b>NUR2100:</b> Episodes of Nursing Practice</p> <p>Knowledge of illness patterns and knowledge of responses to therapeutic interventions and to identify nursing actions which should be implemented.</p>	<p><b>NUR2200:</b> Mental Health Nursing Care</p> <p>Study of individuals and groups with pervasive mental illnesses such as depression and suicide, substance-related disorders and anxiety</p>				<p><b>NUR3060:</b> Research Methods for Nursing</p> <p>Research process , qualitative and quantitative methodologies.</p>
<p><b>CMS1008/MAT1008</b> Building Professional Nursing Attributes</p> <p>Academic writing, numeracy, referencing &amp; research skills</p>		<p><b>NUR2400</b> Models of Care</p> <p>Assess, plan, therapeutically intervene and evaluate care for clients in various health care contexts.</p>		<p><b>NUR2200:</b> Mental Health Nursing Care</p> <p>Study of individuals and groups with pervasive mental illnesses such as depression and suicide, substance-related disorders and anxiety</p>	<p><b>NSC 1500</b> Biophysical Science in Nursing</p> <p>Physics, chemistry, &amp; biochemistry relevant to the functioning of the healthy human body, basic human microbiology and immunology, nature of infection and control.</p>				<p><b>NUR3010:</b> Rehabilitation in Community Settings</p> <p>Provision of post-acute community-based care of people with a disability or chronic health conditions</p>
<p><b>CMS1008/MAT1008</b> Building Professional Nursing Attributes</p> <p>Academic writing, numeracy, referencing &amp; research skills</p>	<p><b>NUR3200</b> Managing Complex Care</p> <p>Laboratory: Advanced nursing skills, medical surgical disorders and advanced simulated case studies</p>	<p><b>NUR2400</b> Models of Care</p> <p>Assess, plan, therapeutically intervene and evaluate care for clients in various health care contexts.</p>	<p><b>CMS1008/MAT1008</b> Building Professional Nursing Attributes</p> <p>Academic writing, numeracy, referencing &amp; research skills</p>	<p><b>NUR3010:</b> Rehabilitation in Community Settings</p> <p>Provision of post-acute community-based care of people with a disability or chronic health conditions</p>					
<p><b>CMS1008/MAT1008</b> Building Professional Nursing Attributes</p> <p>Academic writing, numeracy, referencing &amp; research skills</p>	<p><b>NUR2800:</b> Simulated Practice</p> <p>Laboratory: Nursing skills, medical surgical disorders and simulated case studies</p>	<p><b>NUR3200:</b> Managing Complex Care</p> <p>Laboratory: Advanced nursing skills, medical surgical disorders and advanced simulated case studies</p>	<p><b>NUR3020:</b> Professional Practice</p> <p>Professional practice issues, Nursing relevant legal and ethical principles.</p>	<p><b>NUR3020:</b> Professional Practice</p> <p>Professional practice issues, Nursing relevant legal and ethical principles.</p>					



## Student Enrolment

For concerns that students have in relation to their course progression it is vital that you direct all queries to USQAssist. Any emails received within a personal mailbox will be redirected to USQAssist. This allows for staff to be able to respond to your queries in a timely manner.

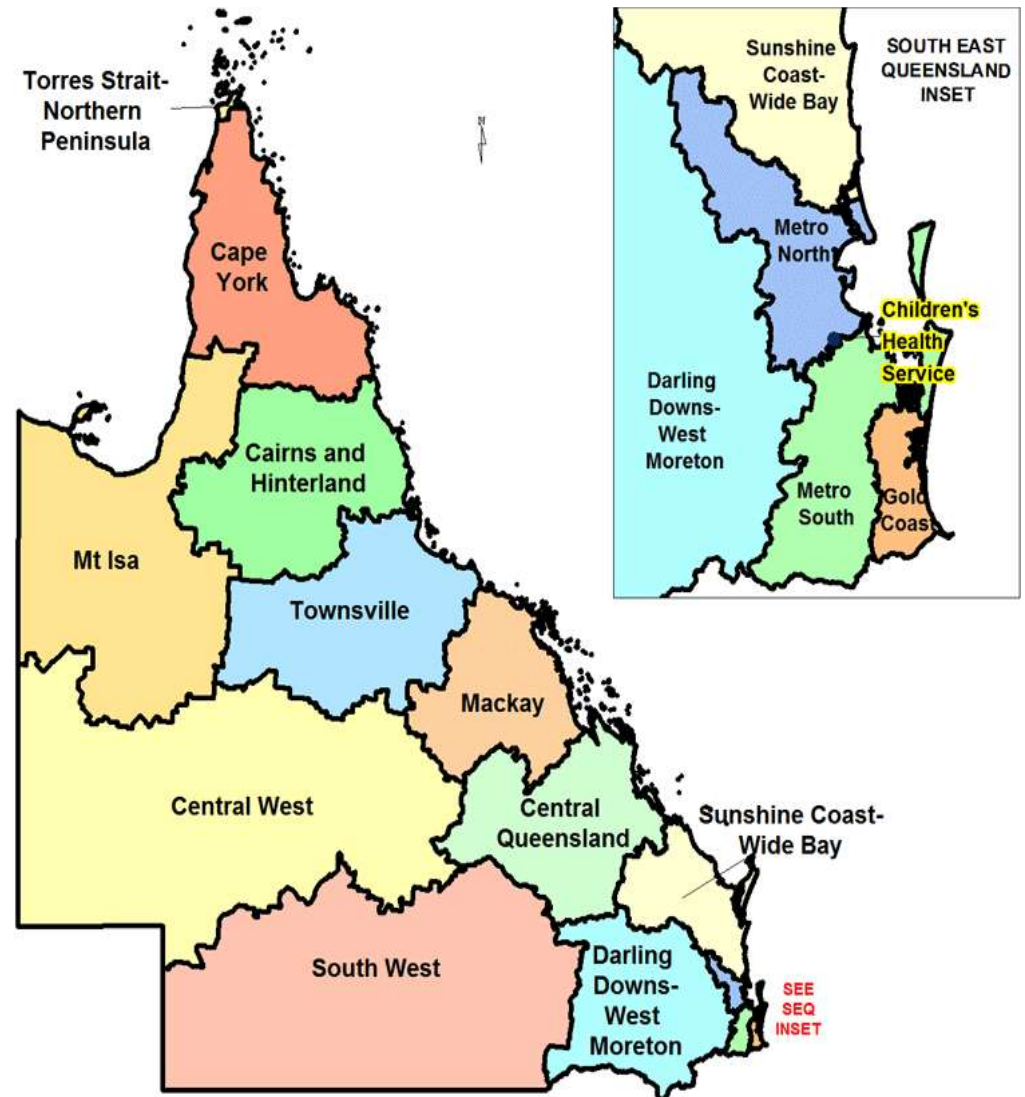
## Accelerated Students

Students seeking the accelerated program of Study  
Students that are seeking enrolment in the accelerated program of study need to lodge their expression of interest through USQAssist. This will ensure that you are acknowledged within the program. It is important to note that students entering the accelerated program will need to undertake block clinical placements in Semester 3 of study. It is common that these blocks will occur in rural or away placement areas. The Clinical School will endeavour to source accommodation for students however this is not always possible.

## Clinical Placement Sites

Students must be able to organise their work, family and other commitments during this time. It is not the responsibility of the clinical school to reallocate or change clinical placements.

The current Queensland Health Service Districts are visible on the attached map. Clinical Placements are available in most of these areas. If you are unsure just check with the SONIA information for the course that you are enrolled in.



## SONIA

SONIA is a computerised allocation program used for all clinical placements within the Faculty of Sciences and the Faculty of Education. It is important that when logging into SONIA that the screen says SONIA Nursing *not* education.

### SONIA stands for:

**S** School  
**O** Of  
**N** Nursing & Midwifery  
**I** Interactive  
**A** Allocations

## SONIA Sciences Web Address

<http://sonia.usq.edu.au/sciences/>

Please use the above link when trying to log into SONIA.

N.B. SONIA is used for allocations within the Faculty of Education and Faculty of Arts. If you are having trouble logging in please ensure you are in SONIA Nursing.

When you click on the student login the site will direct you back to USQ connect and you will need to enter your login and password. Once entered you will be taken into SONIA Nursing.

## When can we access SONIA

Approximately 24hrs after enrolling into your first clinical course for BNUR you will be able to log into SONIA.

### Step 1

<http://sonia.usq.edu.au/sciences/>

Enter the link above

### Step 2

To use the SONIA web site you will need to type in your USQ provided username and password, you will then be redirected back to SONIA nursing.



### Logon

Username:

Password:

Logon

Nursing

[Details](#) | [Courses](#) | [Preferences](#) | [History](#) | [Log Out](#) | 



**SONIA**

[ Student Details ]

**Welcome** [redacted]

Student ID: 050059852

Name: [redacted]

Course: BNUR

### How do I check what facility I have been allocated to?

Follow Steps 1 & 2 above

**Step 3** Click on Preferences at the top right of your screen

Nursing

[Details](#) | [Courses](#) | [Preferences](#) | [History](#) | [Log Out](#) | 

[ Placement Preferences ]

### Current Blocks

**Block 134408 NUR3099 Clinical D: S3, 08 - Block B** [ [View Available Sites](#) ] [ [Review Preferences](#) ]

Start Date: 5/01/2009

Notes:

End Date: 30/01/2009

Area: Community

View Sites after: 13/10/2008

Enter Preferences: 13/10/2008 12:00:00 AM

**Allocated Site: Darling Downs Correctional Centre** [ [View Site Details](#) ]

You will see your site allocated in red at the bottom of block details screen.

**Step 6** To view you site details click on [View Site Details], this will then show you your site contact and other site relevant information.

**Nursing** | Details | Courses | Preferences | History | Log Out | 

[ Site Details ]

## Site Details for Darling Downs Correctional Centre

Name: Darling Downs Correctional Centre  
Site Contact: [REDACTED]  
Title: Coordinator  
Phone: [REDACTED]  
Address: Althaus Road  
WESTBROOK QLD 4350

Site Notes: You will be required to work 12 hours shifts 7am - 7pm.

Please note that this placement requires a mature minded students due to the nature of the organisation.

A Police check is compulsory for this placement which the individual student will need to arrange and pay for.

Contact for Police Check: [REDACTED].

Liaison: [REDACTED]  
Meeting Place: [REDACTED]  
Start of Shift: [REDACTED]  
End of Shift: [REDACTED]  
Parking Issues: [REDACTED]  
Additional Notes: [REDACTED]

## CLINICAL EQUIPMENT AND UNIFORM

### Clinical Equipment

You will need to purchase a stethoscope with bell and diaphragm. This is available from the Student Guild Shop (R Block Mall, Toowoomba campus), the USQ Bookshop at both Toowoomba and Fraser Coast campuses and any medical equipment supplier.

### Clinical Deportment

Nursing is a highly respected profession and as such it is expected that you will present yourself in a professional manner (this is also measured on the Clinical Evaluation Competencies for each clinical course). The only jewellery allowed is a wedding ring and wrist watch (a fob watch pinned to your uniform is preferable and in some agencies required, due to possible injury to patients from wrist watches). You should be able to be identified by name via a photo identification card attached and visible on your uniform.

The rules of basic hygiene should be maintained at all times. Long and/or painted fingernails or acrylic nails are not acceptable and may cause patient injury. It is essential that you maintain a high standard of personal grooming in order to demonstrate to patients, families and other health professionals that you take personal pride in your physical presentation.

For further 'Coaching Tips' concerning deportment please read the section in Levett-Jones et. all pages 31-32.

The Uniform Standard guideline is located on the BNUR site.

### Clinical uniform

Uniforms must be purchased prior to undertaking a clinical course. The USQ clinical shirt and optional jacket, and belt bag are available from:

Fastlane Sports Design  
 610 Ruthven Street  
 Toowoomba  
 Phone: +61 7 4632 6264

Remaining items can be purchased from any retail store.

**Fraser Coast students:** will be advised by the Program Coordinator during orientation regarding purchase of the uniform. You will need to attend the Administration Office (A103) and speak with Leah Jackat, Faculty of Sciences, in order to try on for sizing of the uniform and submit your order form.

The full uniform which complies with current Workplace Health and Safety regulations is as follows:

Female	Male
<ul style="list-style-type: none"> <li>• comfortable fitting dark navy blue, waist high slacks or culottes. (No hipsters or jeans are permitted)</li> <li>• two USQ Nursing clinical shirts (available from Fast lane)</li> <li>• black or navy blue lace up, strap or slip-on fully enclosed supportive shoes with a non-slip sole for both sexes (no joggers or sandshoes)</li> <li>• sport socks or walk socks (black or white are acceptable)</li> <li>• optional – USQ Nursing jacket and belt bag (available from Fast lane)</li> </ul>	<ul style="list-style-type: none"> <li>• comfortable fitting dark navy blue slacks or tailored business shorts. (No hipsters or jeans permitted)</li> <li>• two USQ Nursing clinical shirts (available from Fast lane)</li> <li>• black or navy blue lace up, strap or slip-on fully enclosed supportive shoes with a non-slip sole for both sexes (no joggers or sandshoes)</li> <li>• sport socks or walk socks (black or white are acceptable)</li> <li>• optional – USQ Nursing jacket and belt bag (available from Fast lane)</li> </ul>

## CLINICAL SUPERVISION MODELS

We use three models of supervising the clinical courses:

- Facilitation Model
- Preceptor Model
- Mentor/Fellowship Model – Also known as Integrated
- 

These models are used depending on the:

- clinical course
- availability of supervisors
- clinical agencies unique characteristics.

The methods of clinical supervision available at each clinical agency will be advertised on the SONIA website. Some clinical agencies may use a combination of models and if so, you will need to choose both a venue and a preferred supervision model.

### Facilitation Model

This model is particularly suited to the students studying NUR2099 Clinical A: Assessment and Care, although the model may also be used occasionally in particular clinical agencies.

The model uses a Registered Nurse who supervises a group of usually 6-8 students. Facilitators have successfully completed a workshop conducted by the Department of Nursing and Midwifery.

Your Facilitator will organise, supervise and evaluate your clinical experience. The Course staff (Examiner, Moderator or team member) will also visit the clinical agency in which you are engaged. Clinical Team visits will have the purpose of consultation with you and your facilitator, clarifying assessment items, and assisting you to link theoretical concepts to clinical practice.

### Preceptor Model

In this model you will be assigned a Registered Nurse, who becomes your Preceptor during your clinical course. During most of your clinical course, you will be working closely with your Preceptor/s, and be on the same shifts. This does mean that you will be rostered with your Preceptor and will be expected to work any of the three shifts, including weekends (if rostered).

Preceptors are experienced Registered Nurses, who have completed either a 'generic' Preceptor Program, conducted by Queensland Health (or their clinical agency), or by the Department of Nursing and Midwifery Clinical Team. In addition, Preceptors are prepared in the specifics of assessment as required for your clinical course at USQ. During your placement you may have more than a single Preceptor. In cases where you have more than a single Preceptor, your final Clinical Evaluation will be conducted by an amalgamation of comments from all of your Preceptors, but will usually be compiled by your Principal Preceptor. Clinical Course Team Members will either visit or make contact with you (if in a distant rural setting) during your block placement.

### Mentor/Integrated Model

The Mentor system allows you flexibility to undertake your clinical hours over a longer period on normally a two day a week basis.

If you select this method of undertaking clinical hours, and are successful in obtaining a placement, you then become a 'Fellow' of the clinical agency in which you will undertake your clinical placement and you will be assigned a 'Mentor' who will supervise you throughout your placement. Due to unforeseen staffing issues, sometimes students may be assigned more than one Mentor.

As for the Preceptor Model, you will be rostered to work the shifts allocated to the Mentor, including possibly weekends. The role of the Mentor differs from the Preceptor, in that the Mentor will form a longer term relationship with you and include you in ward meetings or continuing education programs if

applicable. Mentors have undertaken an additional educational preparation to the Preceptor Program. As yet not all clinical agencies have adopted this model, but there is much interest in this method and additional agencies are coming on line. As for the Preceptor Model above, Clinical Course Team Members will visit with you and your Mentor.

**Fraser Coast Students** Mentor model is currently not available; however students do have an option of integrated placement i.e. 2 days per week for 10 weeks for a 160Hr clinical courses. This would mean that you may have more than one preceptor during your placement.

*Please note: The Preceptor and Mentor Models **will not** be available for NUR2099 Clinical A: Assessment and Care. Mentor Model **will not** be available for NUR2199 Clinical AA: Situated Practice.*

## GUIDELINES ON CONDUCT, BEHAVIOUR AND RESPONSIBILITIES OF PLACEMENT PARTICIPANTS

These guidelines are designed to provide guidance to placement participants on appropriate conduct and behaviour, expectations and responsibilities.

### Placement Participants and Responsibilities

#### Students will:

- Complete all pre placement requirements by the prescribed deadlines.
- Attend any pre-placement briefings.
- Actively participate in the management of their placement e.g. notifying the Clinical School of any existing special circumstances requiring consideration prior to placement allocation (such as personal commitments, health or disability issues).
- Provide notification of any desire to complete an away placement within the prescribed clinical school guidelines
- Attend and participate in placements as arranged by the University following any pre-placement allocation negotiations.
- Be punctual and inform the supervisor and course convenor if they will be late or cannot attend the placement for any reason.
- Wear name badge at all times on placement (if required by the School or facility).
- Comply with reasonable and lawful directions of the supervisor.
- Undertake all activities associated with the successful completion of their degree efficiently, effectively and to the best of their abilities.
- Actively participate in the learning process and take responsibility for their learning including ensuring they obtain adequate feedback on their performance from their supervisor.
- Be good ambassadors for the University and uphold standards of professional behaviour and presentation, including dress.
- Be respectful and polite in their communications with all persons they interact with in their capacity as a University student.
- Act honestly and in good faith.
- Respect the rights, beliefs and values of others.
- Discuss issues as they arise with the Examiner and Clinical Manager and act to resolve problems cooperatively.
- Seek assistance if they are not confident with a procedure/treatment, or lack understanding in an area.
- Provide patient/client care under professional supervision only; practise in a manner that is safe, respectful of patients/clients and consistent with their level of competency.
- Be aware and informed of the course specification requirements to succeed within the course enrolled.
- Maintain confidentiality of information and protect the privacy of patients/clients and colleagues.

- Adhere to rules, bylaws, policies and procedures of the facility, including dress code.
- Adhere to any and all legislative requirements occupational health and safety requirements security requirements confidentiality and privacy requirements any other rules, bylaws, policies and procedures relating to the placement that are a requirement of a facility, organisation, government or the University.
- Ensure that all work is completed in a timely manner to satisfy assessment requirements of the University and supervisors.
- Be responsible for any accommodation and travel costs. In some cases, this may be subsidised or free.
- Provide contact details (i.e. email and mobile phone number) and be able to be contacted within a reasonable timeframe (i.e. within 48 hours) both immediately prior to and throughout placement.
- Take responsibility for their personal belongings.
- Ensure they have a zero blood alcohol level and avoid consuming drugs which may adversely affect their performance whilst on placement.
- Advise the Clinical School if they are required to take prescribed medication that causes drowsiness or other adverse effects.
- Advise the Clinical School immediately if they are involved in any incident whilst on placement and complete the *USQ Incident/Injury Report Form* <http://www.usq.edu.au/hr/forms/usqsafe>
- Disclose any conflict of interest that may arise in relation to successfully undertaking or completing the academic or clinical requirements of the degree program. This may include, but is not limited to, any financial dealings or interests, participation in organisations, political parties or religious groups, which may influence clinical or academic decisions.

### **Students will not:**

- Undertake a placement if they have received notification from the University that they have been cancelled as a student (for example due to not completing and providing mandatory documents by specified deadlines).
- Directly contact placement sites and attempt to arrange their own professional placements, unless permission to do so has been provided by the School.
- Engage in placement swapping with other placement students without the knowledge and consent of the Clinical Director or Clinical School.
- Undertake patient/client care without professional supervision of a registered health care professional.
- Participate in any activities that misrepresent their status or level of skill or knowledge.
- Participate in behaviours that potentially may cause injury to others.
- Participate in any conduct or behaviour that could be reasonably interpreted as harassment, discriminatory, offensive or embarrassing to others.
- Participate in any relationship in which there is a potential for exploitation of the trust relationship inherent in the health or human service professional – patient/client relationship. Consent by the patient/client, or the fact that the patient/client initiated the conduct or behaviour does not operate as a defence.
- Accept gifts or any form of benefit from a patient/client that could be viewed as potentially influencing decisions about care or treatment or be viewed as influencing the impartiality of health care delivery.
- Remove or misappropriate any resources from either the University or placement Facility. Resources may only be removed with the express consent of the supervisor.
- Make public comment on behalf of a School or the University without the written authorisation of the PVC (Health). This does not include circumstances in which the student is required to provide evidence in a court of law or is otherwise legally obliged or authorised by law.

## Placement Supervisors

### The supervisor will:

- Act as a role model introducing students to acceptable professional behaviour.
- Maintain standards of professional practice.
- Abide by relevant Codes of Professional Conduct.
- Ensure students are made aware of legislative requirements, occupational health and safety requirements, security requirements, workplace confidentiality and privacy requirements and any other workplace policies and procedures related to their placement.
- Adopt the role of helper and facilitator of learning and provide a variety of learning experiences in keeping with the placement requirements.
- Provide a positive learning environment. This includes orientation of the student to various settings, including individual patient/clients, briefing and debriefing the students.
- Arrange for and obtain patient/client consent for students to provide health or human services to the patient/client and to have access to patient/client records. Patient/client consent may be freely withheld.
- Ensure that students who have access to patient/clients are competent to perform their allotted tasks and that they conduct themselves in a safe and professional manner.
- Understand the University's requirements of the placement as laid out in documentation and information on the placement provided by the University.
- Arrange regular and sufficient meetings with the student (eg. 1/week) to discuss goals, progress and/or difficulties.
- Clarify expectations with the student and make adequate observations of the student's work and provide ongoing feedback, both verbal and written, to ensure learning progress. Documents provided by the University should be used for this purpose.
- Report on student progress/undertake assessment using documentation provided and notify the University placement officer or designated University contact as soon as it becomes apparent that the student is having difficulties meeting the placement objectives.
- Where appropriate, arrange and provide adequate work space, providing information regarding availability and cost to the University.
- Where relevant arrange accommodation and/or travel.
- Provide feedback to the University about placements that could improve the University's work-integrated learning program in the long term.

## The University

### The University will:

- Organise and plan all aspects of the placement with students and placement facilities.
- Be in regular contact with placement facility and visit each first placement site as appropriate.
- Be accessible by telephone and email for communication on placement issues and return calls/emails as soon as possible (normally within 24 hours).
- Co-ordinate the students' pre-placement requirements including student briefing, student orientation checklists, criminal checks, immunisation and first aid training, as required by the facility.
- Provide both the student and the placement supervisor with information about the placement and placement requirements, including assessment criteria, policies, obligations (such as confidentiality) and any other relevant documentation.
- Advise students of the requirement to disclose any relevant medical or other health related conditions that may affect the health, safety or comfort of the student or any other person.
- Undertake reasonable effort to find placements for students with a criminal record or a blood-borne virus. Where alternative placements cannot be found and the placement type is required to complete the degree program the University will use reasonable endeavours to provide supports and guidance to students.
- Undertake to negotiate reasonable adjustments to cater for students with special needs.

- Be responsible for all disciplinary matters and will mediate between supervisors and students on placement issues.
- Manage the academic aspects of the placement program. Decisions to pass or fail a student are the final responsibility of the University.
- Maintain public liability and professional indemnity insurance cover for students during the term of the placement.
- Evaluate the placement program.

## Related University Policies:

### **Student Misconduct Policy**

<http://policy.usq.edu.au/portal/custom/detail/student-discipline-policy-for-general-misconduct/>

### **Academic Misconduct Policy**

<http://policy.usq.edu.au/portal/custom/detail/student-academic-misconduct/>

### **Student Grievances and Appeals Policy**

<http://policy.usq.edu.au/portal/custom/detail/student-appeals-and-grievance-procedure/>

### **Harassment, Bullying and Discrimination Policy**

<http://policy.usq.edu.au/portal/custom/detail/anti-discrimination-and-freedom-from-harassment/>

### **General Misconduct Policy**

<http://policy.usq.edu.au/portal/custom/detail/student-discipline-policy-for-general-misconduct/>

### **Workplace Health and Safety Policy**

<http://policy.usq.edu.au/portal/custom/detail/workplace-health-and-safety/>

## **Identification of Student Related Concerns:**

The following guidelines are followed when areas of student responsibility are not fulfilled. This can be areas where a performance concern is identified or secondly where a student is unfit for clinical. This flow chart acts as a guide to student management issues however each student concern is managed independently of the needs required.

1. Decision Guide – Performance Concern
2. Decision Guide – Unfit for Clinical Placement

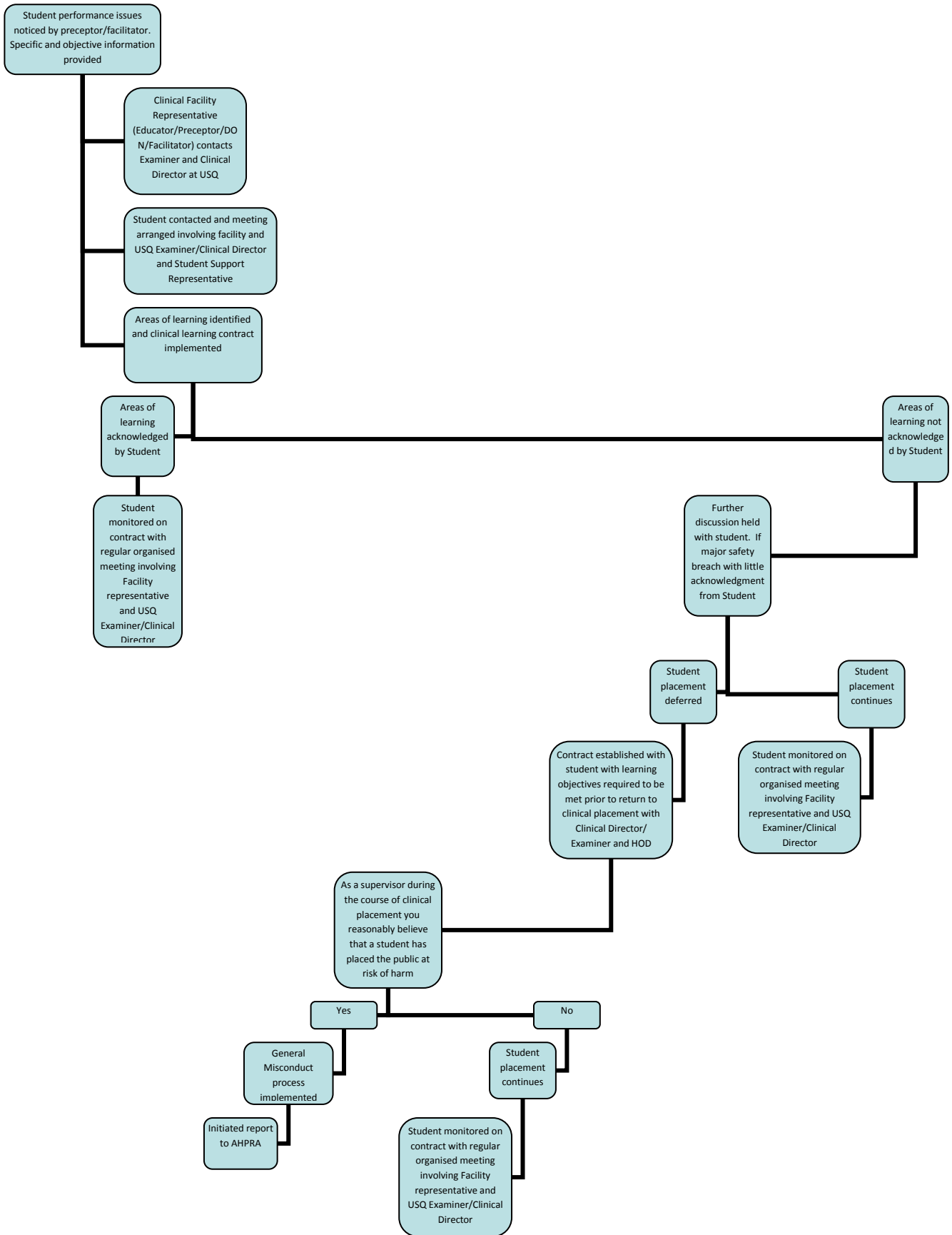
### **Academic Misconduct Policy**

<http://policy.usq.edu.au/portal/custom/detail/student-academic-misconduct/>

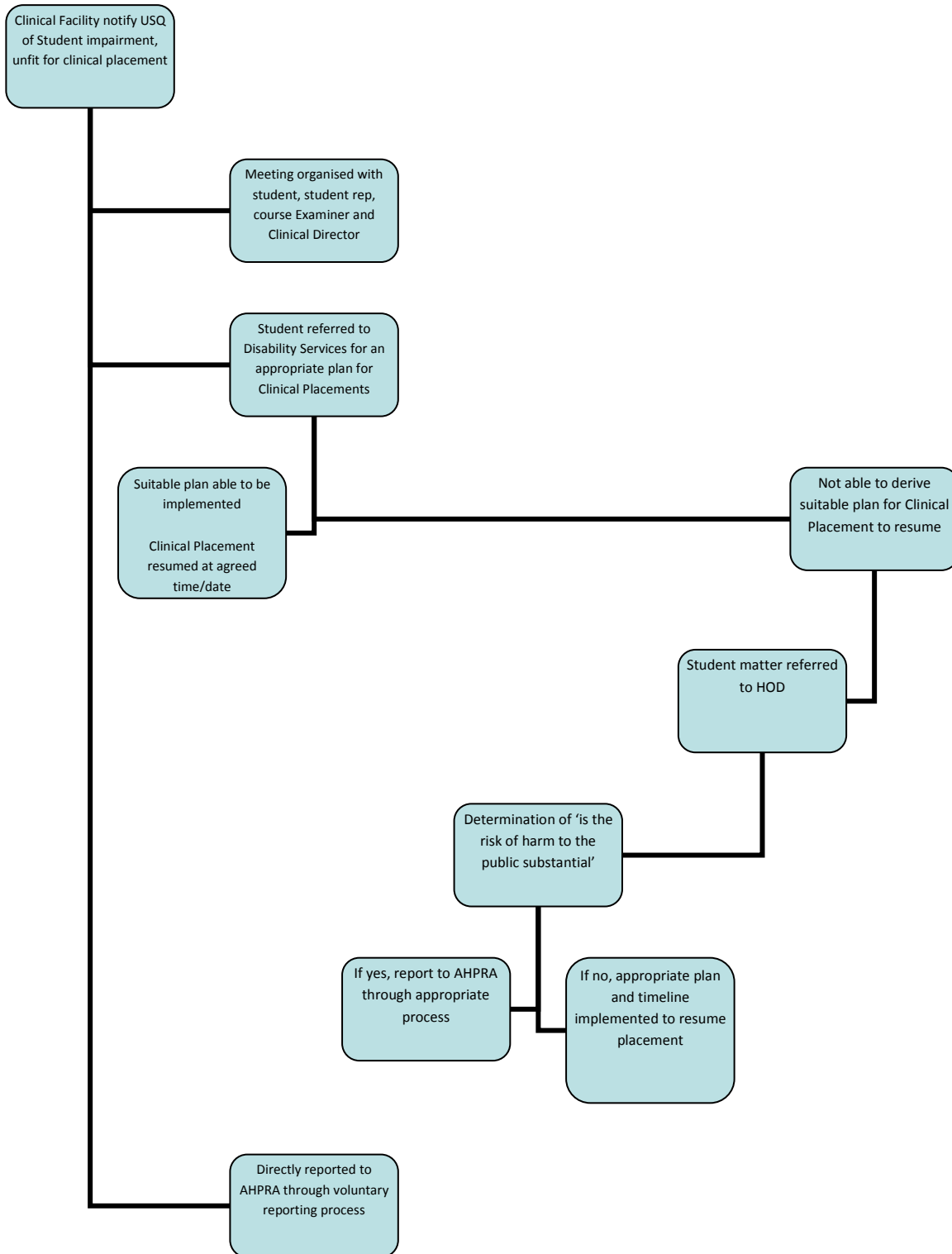
### **General Misconduct Policy**

<http://policy.usq.edu.au/portal/custom/detail/student-discipline-policy-for-general-misconduct/>

**Decision Guide – Performance Concern**



Decision Guide – Unfit for Clinical Placement



## CLINICAL COURSE EVALUATION

The course specification for each clinical course will give you the essential information about course evaluation.

Download the relevant [course specification](#) and become familiar with what is essentially an agreement concerning what is expected of you and of the University in order for you to gain a passing grade in the course.

### Clinical course objectives

Clinical course objectives are based on the [Australian Nursing and Midwifery Council's competencies and elements of the Registered Nurse](#). Your Clinical Course Guide will expand on the course specification and explain in detail the course requirements.

### Clinical Course Evaluation Tool

The clinical course evaluation tool incorporates the Australian Nursing and Midwifery Council (ANMC) elements and competencies. Because these have been formulated for Registered Nurses, it is not expected that you will be evaluated as 'independent' on all of these elements. You will be evaluated on a five-point scale. The degree to which you are considered competent will vary depending on the clinical course you are studying. In first year it is expected that for many elements you will be graded 'dependent' however by the third year of study this will increase to the supervised and independent level. Each step of the way in your clinical courses students will increase their level of competence.

As an example we would expect a higher level of ratings in courses such as NUR2199 Clinical AA, than we would in NUR1099 Clinical A: Assessment and Care, as Clinical A is a pre-requisite for Clinical AA. In NUR3499 Clinical E: The Beginning Practitioner, we would expect mostly independent ratings. The ratings and their meaning therefore are as follows:

CRITERIA FOR GRADING PERFORMANCE LEVEL	
<b>Independent: (I)</b>	Refers to being safe & knowledgeable; proficient & coordinated and appropriately confident and timely. Does not require supporting cues
<b>Supervised: (S)</b>	Refers to being safe & knowledgeable; efficient & coordinated; displays some confidence and undertakes activities within a reasonably timely manner. Requires occasional supporting cues.
<b>Assisted: (A)</b>	Refers to being safe and knowledgeable most of the time; skilful in parts however is inefficient with some skill areas; takes longer than would be expected to complete the task. Requires frequent verbal and some physical cues
<b>Marginal: (M)</b>	Refers to being safe when closely supervised and supported; unskilled and inefficient; uses excess energy and takes a prolonged time period. Continuous verbal and physical cues
<b>Dependent: (D)</b>	Refers to concerns about being unsafe and being unable to demonstrate behaviour or articulate intention; lacking in confidence, coordination and efficiency. Continuous verbal and physical cues/interventions necessary.

Acknowledgement: Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

Crookes, P & Brown, R 2010, *The development of a pre-registration nursing competencies assessment tool for across Australian Universities*. Australian Learning and Teaching Council DEEWR: Canberra.

## Personal clinical objectives

In addition to the individual Clinical Course Assessment Methods, you are required to develop personal clinical objectives for each clinical course.

### When should I write my personal objectives?

These objectives should be written in draft form, prior to commencing each clinical course. It is recommended that you discuss and further develop your draft objectives with a member of your Clinical Course Team.

On arrival at your clinical agency you should clarify your personal objectives with your facilitator/preceptor or mentor, in relation to the clinical experiences available in your placement agency. The final draft of your personal clinical objectives should be completed within the first three shifts of clinical placement and should be available for citing by a member of your Clinical Course Team, facilitator, preceptor or mentor.

### Evaluation of objectives

These objectives are evaluated by you at the completion of the clinical course, in terms of the degree to which they have been achieved. You will use the grading of:

- Independent: (I)
- Supervised: (S)
- Assisted: (A)
- Marginal: (M)
- Dependent: (D)

The purpose of these objectives is to enable you to develop on an individual level, depending on your learning needs, and to provide a method to encourage self evaluation.

### What should my personal objectives be based on?

These are developed based on your perceived needs during your clinical course. They should be related to the clinical course objectives and to the Australian Nursing and Midwifery Council (ANMC) Competency Tool. These objectives should be based on:

- Students personal areas of interest or perceived weakness
- Aimed at improving performance from previous clinical placements
- At varied levels of thinking/attitude/skills development, but predominantly at the level of application of theory to practice.
- "Holistic" in content
- "SMART" in structure:
  - S pecific
  - M easurable
  - A chievable
  - R elevant
  - T ime

## How should my personal objectives be written?

They should be written at various levels of the 'learning taxonomy', but predominantly at the level of application of theory to practice. It would not be appropriate to write objectives at the level of description or comprehension, as this is more appropriate for a theory course.

They should be realistic, achievable and measurable. This means that you should be able to achieve all of your objectives during your clinical course. As a general guide this would mean that you might have approximately five or six personal objectives. It also means that the objectives should be written in a manner that indicates when they have been achieved. As an example note the following:

*Apply an effective systematic and holistic method of delivering a verbal handover of two patients, as evidenced by the feedback of Registered Nurses regarding handover comprehensiveness and holistic focus (based on ANMC competency B1, C2, C4, C5, D3, D4)*

You should note that this objective is at the level of application, is specific, in that it indicates that two patients will be included in the handover, and is measurable by other health professionals.

You would be expected to write at least three (no more than six) personal objectives.

## Levels of objectives

Level (lowest-highest)	Example verbs
1. Remember (Knowledge)	Identify, recognize
2. Understand (Comprehension)	Interpret, illustrate, classify, summarise, infer, conclude, compare, contrast, explain
3. Apply	Carry out, implement, use
4. Analyse	Differentiate, organise, attribute, select, outline, integrate
5. Evaluate	Detect, monitor, coordinate, critique
6. Create (Synthesis)	Generate, plan, design

## Levels of objectives: psychomotor

Level (lowest-highest)	Example verbs/activities
1. Reflex movement	N/A
2. Basic functional movements	N/A
3. Perceptual abilities, imitation, manipulation (Interpreting & responding to stimuli from various sense modalities)	Follow example of, follow lead of, Follow auditory instruction, kinaesthetic adjustment, auscultation, palpate, percuss, observe, coordinate abilities
4. Physical abilities, precision, articulation/coordination (Development of highly skilled movement – endurance, strength, flexibility, agility)	Perform, Carry out, Use, Handle, Manipulate, Carry out according to procedure, (eg. patient/manual handling, wound dressings, medical equipment use)
5. Skilled movement, naturalization (simple, compound, complex adaptive skills)	Competent, Skilled, Efficient performance of complex tasks, Demonstrate skill in (eg. wound dressings, medical equipment use)
6. Non-discursive communication (expressive, interpretive movement)	Use non-verbal communication skills, demonstrate, mime

**Levels of objectives: affective**

Level (lowest-highest)	Example verbs/behaviours
1. Receiving (attending)	Acknowledge, Share, Show awareness of, Recognize existence of, Develop awareness of, Take into account, Be alert for [a situation, phenomenon, object, state of affairs, judgement, value], (e.g. Attend during conversation, Tolerate other cultural patterns, Increase sensitivity to patient needs, Identify own beliefs/attitude/value re...)
2. Responding (acquiescence, willingness, satisfaction in response) (emotional component)	Act/discuss willingly, Volunteer, Obey, Comply, Acquaint self with..., Accept responsibility for..., Protect others..., Enjoy, Find/take pleasure in..., Provide opportunity for..., provide support, listen to, Respond to, Seek opportunity to..., Show interest in...
3. Valuing (value acceptance, preference, commitment)	Acclaim, Agree, Assist, Cooperate, Help, Respect, Support, Participate, (eg. Evaluate own belief/attitude/value re..., Desire to develop ability to..., Grow in personal sense of..., Perform in accordance with..., Assume responsibility for..., Examine a variety of viewpoints on..., Actively participate in..., Demonstrate consistent behaviour..., Act to further..., Extend the possibility of personal development of..., Deepen personal involvement with..., Accept responsibility for developing competence in...)
4. Organization (value conceptualization & organization)	Argue, Debate, Declare, Defend, Formulate a position, Consistent, (e.g. Compare the characteristics of personal & professional values..., Form judgements re responsibility of... for..., Formulate a personal philosophy of..., Weigh alternative policies/practices..., Develop a holistic plan for...)
5. Characterization (value generalization & characterization)	Act consistently, Accountable, Stand for, (eg. Act consistently in accordance with..., Readiness to revise judgement & change behaviour, Judge issues/problems according to facts/situation/purpose/consequences..., Develop a personal code of behaviour based on..., Develop a consistent personal philosophy of..., )

**Objective EXAMPLE Med/Surg**

At the completion of this placement I should be able to:

1. Assess six patients holistically in relation to their needs for a single shift.
2. Plan the care of the above patients (in consultation with the preceptor) for a single shift.
3. Implement the care planned (in conjunction with the preceptor)
4. Evaluate and document the above care.
5. Implement the safety strategies for medication administration (in conjunction with preceptor as covered in USQ labs).
6. Commence a clinical reflective log, to document conditions presentations and treatment regimes for conditions not yet covered or of a complex nature.

## HOW TO PASS A CLINICAL COURSE

An easy answer is to meet the course objectives and satisfactorily complete the course assessment items. In summary you will need to:

- achieve a satisfactory grade on the assessment items, as per the course specifications
- attend clinical placement for the full number of hours allocated to each clinical course
  - If you are unable to attend a clinical placement at any time, you will need to contact your Facilitator, Preceptor or Mentor, as well as, the Clinical Liaison Officer on + 61 7 4631 2974 (Toowoomba Campus) or + 61 7 4194 3140 (Fraser Coast Campus).
  - You will need to provide a Medical Certificate or other evidence regarding the reason for your lack of attendance.
- all assessment items must be returned to the Clinical Course Examiner by the due date (as per the course specification). This includes the completed Clinical Evaluation Tool, 'Assessment of Clinical Milieu' and 'Evaluation of Clinical Teaching Effectiveness' attached to the Clinical Course Guide
- if you cannot attend clinical due to illness you will be required to produce a medical certificate. In order to be given a passing grade in a Clinical Course, you must complete 90% of the required Clinical Hours. This means that for a 168 hour Clinical Course you must not have been absent (due to medically documented illness) for more than two days. Days absent due to a medically documented illness (of two days or less per Clinical Course) will need to be made up on your next clinical placement.

This guide has been produced to aid students in their understanding of clinical placement expectations and requirements.

If you know of information that would be valuable to other students and is not included in the guide please do not hesitate in letting your Clinical Liaison Officer know so they can consider this when the guide is updated.

## DECLARATION

*Every student must fill out and submit the following declaration to confirm that you have read and understood the entire contents of this booklet. Without completion of this booklet you risk not being able to attend clinical placement.*

I have read and understood the Student Clinical Placement and Professional Experience Policy.

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

Student Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

I have further questions in regards to clinical placement and have made an appointment to see my campus Clinical Liaison Officer for further information.

Appointment Time: \_\_\_\_\_

Appointment Date: \_\_\_/\_\_\_/\_\_\_

This information has been clarified and I now understand the Student Clinical Placement and Professional Experience Policy.

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

Student Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Clinical Liaison Officer's signature: \_\_\_\_\_

---

I agree for my name, phone numbers and email address to be passed onto my allocated clinical facilities.

I **DO NOT** agree for my name, phone numbers and email address to be passed onto my allocated clinical facilities.

---

Once signed this page must be handed into your campus Faculty of Sciences Reception to be placed in your Student File and noted on SONIA.