

NURS3201: Transition to Professional Practice

Callaghan and Gosford
Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This is the capstone course for Bachelor of Nursing. The course requires students to integrate and apply the knowledge, concepts and skills associated with their entire sequence of undergraduate study. Students have an extended professional experience placement (clinical placement) in one of a range of contexts in which they are required to demonstrate their ability to practice at the level of a competent beginning registered nurse. Transition to the role of registered nurse, clinical competence and safety and quality in health care are the primary focus of this course. This course includes mandatory 200 hrs (5 weeks) professional experience placement (clinical placement)

Review of Progress Requirements

This course is a compulsory program requirement for students in the following program(s):

- Bachelor of Nursing [11725]

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course to progress in their program.

Requisites

This course is only available students active in the B Nursing (11725), successful completion of all 1000 and 2000 level core courses.

Students must be concurrently enrolled in or completed NURS3101, NURS3102 and NURS3106.

Contact Hours

Professional Experience (Clinical) *

Face to Face Off Campus

40 hour(s) per Week for 5 Weeks

Clinical Requirements per program:

B Nursing students' Clinical placement for 200 hours - 40 hours per week for 5 weeks

Lecture

Online

2 hour(s) per Term Full Term

Self-Directed Learning

Self-Directed

6 hour(s) per Week for 6 Weeks

* This contact type has a compulsory requirement

Unit Weighting

20

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au
CRICOS Provider 00109J

CONTACTS

Course Coordinator **Callahan and Gosford**

Natalie Russell-Hurst
(02) 4055 1070
Email: natalie.russell-hurst@newcastle.edu.au

Consultation: Contact via email to arrange a suitable time
Consultation can be either Face-to-Face (Callaghan Campus) or via Zoom

NOTE: Responses to emails can be expected within 3 working days unless the tutor or course coordinator is off campus.

General course questions should be posted to Canvas where the answer may be of benefit to other students. Students are required to check their UON email account regularly and to use their student-mail accounts for all email correspondence with the University.

Teaching Staff

There are no teaching staff attached to this course. Marking staff will be advised on the course Canvas site.

School Office

School of Nursing and Midwifery

Richardson Wing
University of Newcastle
University Drive
CALLAGHAN NSW 2308

Central Coast Clinical School
77 Holden Street
GOSFORD NSW 2250

Manning Education Centre
69A High Street
TAREE NSW 2430

(+61) 2 4921 6304
Web: <http://www.newcastle.edu.au/school/nursing-midwifery>

General Enquiries

AskUoN@newcastle.edu.au
(+61) 2 4921 5000

Program & Enrolment Advice

ProgramAdvice@newcastle.edu.au

Student Support

For academic and personal support services for students, visit
<https://www.newcastle.edu.au/current-students/support>

SYLLABUS

Course Content	In this course, students are required to demonstrate competent practice as defined by the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate capability to practice according to the Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice.2. Demonstrate effective clinical reasoning skills and analyses nursing practice.3. Reflect on and learn from clinical practice experiences.4. Describe the importance of quality improvement, clinical audits, and risk management activities.5. Identify and use appropriate personal strategies and support networks to manage the stress inherent in professional practice.6. Engage in therapeutic and professional communication and contribute effectively as a member of the interdisciplinary health care team.
Course Materials	<p>Recommended Text:</p> <p>Levett-Jones, T. (2022). <i>Clinical reasoning learning to think like a nurse</i>. (3rd ed). Melbourne: Pearson Australia.</p>

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Course Assessment Requirements:

- **Assessment 1 – Presentation:** Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- **Assessment 2 – Report:** Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- **Assessment 3 – Professional Task:** Pass Requirement - Students must complete the satisfactory number of professional experience placement hours (200 hrs) and provide evidence of attendance at placement with completed Timesheets and ANSAT documents to pass the course.
- All documents must be uploaded within the timeframes as directed in SONIA. If any Professional Experience Placement hours are missed students must submit an adverse circumstances application. If approved by the course coordinator 'clinical as required' time will be allocated as per the clinical calendar for Semester 1 2023.
- **Assessment 4 – Quiz:** Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

***NOTE:** Students must retain hard copies of their professional experience performance documentation as evidence of competence and produce these documents upon request. The due dates for these competencies are as per timetabled simulation learning sessions and professional experience placements.

To pass the course students must complete compulsory assessment, attendance and performance requirements. Failure to attain / complete any of these requirements will result in a 'component fail' for the course.

COMPULSORY ATTENDANCE REQUIREMENTS

Contact Hour Requirements:

PROFESSIONAL EXPERIENCE PLACEMENT INFORMATION

Professional Experience Placement Attendance Requirement

Students must complete 200 hours of professional experience placement and provide evidence of attendance. **The professional experience placement period allocated on your timetable is subject to change based on availability.**

If any professional experience placement hours are missed students **must submit an adverse circumstances application**. If approved by the Course Coordinator make-up placement time will be allocated.

COMPULSORY PRE-PLACEMENT REQUIREMENT

NSW Health Verification Requirements - Students must complete NSW Ministry of Health requirements for attendance to placements in NSW Health facilities.

Failure to complete mandatory NSW Health verification 4 weeks prior to your timetabled Professional Experience Placement will result in the:

- Non allocation of a professional experience placement for this course
- Cancellation of any allocated professional experience placement for this course

The failure to complete mandatory NSW Health verification that results non-allocation or in cancellation of placement, will result in a 'component fail' and a grade of 0 for the course.

<http://www.newcastle.edu.au/about-uon/governance-and-leadership/faculties-and-schools/faculty-of-health-and-medicine/resources/for-students/student-placement-information>

Professional experience placement venues/locations

Our extensive clinical network means our students will undertake their professional experience placements in a **variety of urban, rural and regional settings across NSW**. As well as venues in Newcastle, the Central Coast

and Port Macquarie, our footprint includes venues across regional and remote centres in the Hunter and far north, south and west of NSW including:

- Northern NSW e.g., Tweed Heads, Grafton, Lismore
- Hunter New England e.g., Armidale, Tamworth, Moree
- Western NSW e.g., Walgett, Bourke, Dubbo, Cobar
- Far West e.g., Broken Hill, Balranald
- Central West e.g., Bathurst, Orange, Cowra

Students need to be prepared for the likelihood they will be allocated to placements in these locations.

IMPORTANT – ADDITIONAL PLACEMENT DOCUMENTATION.

Please be aware following your placement allocation you need to carefully check SONIA “Placement” information and check your emails daily as you may be required to provide additional documentation. This includes but is not limited to:

- Risk assessments
- NDIS screening
- Working with Children Checks.

Timelines for submission will be attached to this documentation and if not supplied within the timeframe, you will run the risk of having your placement terminated and receiving a component fail for the course.

This is a placement course covered by;

- The 2023 Professional Experience Handbook for Students. Refer to the Professional Experience Handbook which sits within the BN Canvas site.
- The Student Professional Experience Policy. Refer [here](#) for information on the University Policy

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Narrated Presentation*	Monday 28 th August 2300 hours (AEST)	Individual	45%	1, 2, 5, 6
2	Written Assessment*	Monday 2 nd October 2300 hours (AEST)	Individual	40%	1, 2, 3, 4, 5, 6
3	Scenario based Quiz*	Opens Monday 30 th October 0800 hours (AEDT) Closes Monday 6 th November 2300 hours (AEDT)	Individual	15%	
4	Professional Experience Performance*	Stream 1 Monday 17 th July to Friday 18 th August Stream 2 Monday 21 st August to Friday 22 nd September Stream 3 Monday 25 th September to Friday 27 th October Semester 2 Placement as Required Period Monday 13 th November to Friday 18 th December	Individual	Satisfactory/Unsatisfactory	1, 2, 3, 5, 6

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late.

As per University [policy](#), an Adverse Circumstances (AC) approval must be uploaded with all late submissions where an adverse circumstances has been approved.

Note: this applies equally to week and weekend days.

Assessment 1 - Presentation

Assessment Type	Narrated Presentation
Description	In this assessment, students will be required to develop and upload a narrated PowerPoint presentation. Students will be asked to present answers to five (5) questions based on their theoretical knowledge of nursing, relevant practical experience (both clinical and non-clinical) and evidence-based practice guidelines. Further instructions for the narrated PowerPoint will be provided on the Canvas site under Assignments.
Weighting	45%
Length	10 minutes
Compulsory Requirements	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
Due Date	Monday 28 th August 2300 hours (AEST)
Submission Method	Via Canvas
Assessment Criteria	See Appendix 1
Return Method	Via Canvas
Feedback Provided	Via Canvas 15 University working days after submission
Opportunity to Reattempt	A re-attempt will be considered in line with the Adverse Circumstances Policy

Assessment 2 - Written Assessment

Assessment Type	Critical Reflection
Description	Using the Gibbs cycle of reflection, students will need to critically reflect on an aspect of nursing care they provided while on a clinical placement throughout their BN program. Students are asked to examine an aspect of nursing care, that provided them with a positive or negative learning experience. Further instructions will be provided on the Canvas site under Assignments.
Weighting	40%
Compulsory Requirements	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
Length	2000 words (+/-10% allowance)
Due Date	ALL STREAMS Due Date Monday 2 nd October 2300 hours (AEDT)
Submission Method	Via Canvas
Assessment Criteria	See Appendix 2
Return Method	Via Canvas
Feedback Provided	Via Canvas 15 University working days after submission
Opportunity to Reattempt	A re-attempt will be considered in line with the Adverse Circumstances Policy

Assessment 3 - Scenario based Quiz

Assessment Type	Online Quiz
Description	<p>This quiz will consist of 30 multiple choice questions each worth 0.5 marks.</p> <p>The quiz questions will be allocated randomly once opened.</p> <p>This quiz will be timed at 45 minutes.</p> <p>Scenario topics will include content from the modules in Canvas with an emphasis on the NMBA (2016) standards of practice for Registered Nurses.</p> <p>Topics are covered in your recommended text and in Canvas modules</p>
Weighting	15%
Compulsory Requirements	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
Length	60 minutes
Due Date	Opens Monday 30 th October 0800 hours (AEDT) Closes Monday 6 th November 2300 hours (AEDT)
Submission Method	Via Canvas
Return Method	Via Canvas
Feedback Provided	Via Canvas 15 University working days after submission
Opportunity to Reattempt	A re-attempt will be considered in line with the Adverse Circumstances Policy

Assessment 4 – Professional Experience Performance

Assessment Type Professional Task

Purpose This assessment provides evidence of student preparation, engagement, 100% attendance and satisfactory performance during clinical placement.

It is a measure of students' progress towards achieving the level of competence required to function safely and effectively as a registered nurse.

It has three (3) components:

1. Clinical venue orientation and scope of practice document (to be uploaded into Canvas portal for confirmation by CC)

2. ANSAT – Progressive clinical assessment (to be uploaded and completed in SONIA)

3. Timesheets reporting completed clinical hours (to be uploaded and completed in SONIA)

Description

1. Clinical venue orientation and Scope of Practice – KEEP FOR YOUR RECORD

Students are required to complete an orientation checklist during the first day of each new Professional Experience Placement block. Submission of this document to be uploaded into Canvas.

This document specifies that students must always work within their scope of practice.

Note: The Orientation Checklist and second year student Scope of Practice documents are available in the Canvas>BN >preparation for Professional Experience Placement. Once completed, orientation documents should be uploaded into the CANVSA portal site for NURS3201.

2. Weekly ANSAT (Australian Nursing Standards Assessment Tool): UPLOAD TO SONIA any hardcopies or attend to the online ANSATs available to you.

An ANSAT form is to be submitted for each week (40 hours) of Professional Experience Placement. The first 4 weeks of placement are considered formative. The final week of placement is summative. A Score of 1 or 2 in the final week of placement will place the student at risk of a component fail.

3. Professional Experience Placement Hours- reported on Timesheet – UPLOAD TO SONIA

Students must complete 200 Professional Experience Placement hours and are not permitted to arrive late or leave early from Professional Experience Placement venues. **All absences from placement must be accounted for and approved by the course coordinator** through adverse circumstances.

Professional Experience Placement hours are documented on time sheets, which students must upload to SONIA upon completion of each 40hrs attended.

See appendix 3 for information on completing and grading of ANSAT and managing absences from Professional Experience Placement. Please refer to the 2023 Professional Experience Handbook for students (located on Canvas BN site)

Weighting

Pass Requirement- Students must attend 200hrs of Professional Experience to pass this course.

Compulsory Requirements

This is a mandatory component for NURS3201. Please note 200hrs of Professional Experience is a mandatory component of this course.

Length

200 hours of Professional Experience is required

Due Date

Stream 1: 17th July to 18th August 2023

Stream 2: 21st August to 22nd September 2023

Stream 3: 25th September to 27th October 2023

Semester 2 Placement as Required Period 13th November to 18th December 2023

Submission Method	Online via below:
	<p>1. Clinical venue orientation and scope of practice document – retained by student and uploaded into Canvas</p> <p>2. Progressive clinical Assessment ANSAT– Students are required to have a completed ANSAT for every 40 hrs of Professional Experience attended.</p> <p>Students who have a UoN assigned facilitator will be required to have this completed online through the SONIA placement system.</p> <p>Students attending a rural or site-facilitated site (non-UoN facilitator) will be required to upload a hard-copy ANSAT form through the SONIA placement system (Placement tab> Details> scroll down to Documents.</p> <p>3. Timesheets – uploaded every week (40hrs) of Professional Experience attended.</p> <ul style="list-style-type: none">a) Electronic timesheet completed on: SONIA (Placement tab> Timesheets) each dayb) Hard copies to be uploaded to: SONIA (Placement tab> Details> scroll down to documents <p>Time sheets are to be uploaded to SONIA at the end of each 40hour completed professional experience placement by students for approval by Professional Experience Facilitator (PEF).</p> <p>Students are responsible for ensuring that all clinical performance documents are correct and filled out and signed contemporaneously, i.e. Before their placement period is concluded. Names and signatures must be very clear and legible. Clinical mentors are not able to complete clinical documentation retrospectively.</p> <p>IMPORTANT: ANSAT documents and Time Sheets are legal documents. Legal documentation requirements must be followed, this includes:</p> <ul style="list-style-type: none">• Applying a single line to an error• Correction fluid or tape is not permitted• All corrected errors need to be acknowledged with your Registered Nurse (RN) mentor or PEF initial. <p>ANSAT or Timesheets that do not adhere to these requirements or not submitted on the due dates will not be accepted and will place the student at risk of failure based on a failure to complete compulsory requirements.</p> <p>NB: Grade finalisation is dependent on submitted, signed, and correctly filled out:</p> <ul style="list-style-type: none">• ANSAT forms• Timesheets with the hours recorded in SONIA total 200hours.
Assessment Criteria	Weekly ANSAT documenting progressive clinical assessment, clinical time sheets, Students must demonstrate satisfactory clinical performance as identified in the ANSATs.
	An inability to demonstrate satisfactory clinical performance comprises a criterion fail for the course. See Appendix 3.
Return Method Feedback Provided Opportunity to Reattempt	<p>In Person</p> <p>In Person - from clinical mentors, PEF's, facility clinical staff and Course Coordinator.</p> <p>A re-attempt will be considered in line with the Adverse Circumstances Policy</p> <p>The first four (4) weeks of placement are considered formative. Week five (5) is summative. ANSATs with scores below two (2) or global rating of unsatisfactory/limited in summative weeks constitutes a component fail for clinical placement.</p>

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Placement Requirements

This is a Professional Experience course covered by the [Student Placement Policy](#). Please refer to this document for further information.

Withdrawal from Placement Course

You can withdraw from a course without financial penalty on or before the census date **Friday 11th August 2023**. If you withdraw after this date, it is considered you have been enrolled in the course and will be liable for HECS-HELP payment or degree fee.

Communication Methods

Communication methods used in this course include:
Canvas discussion groups, Canvas announcements, email.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement, please assist is with completing surveys where necessary. This course is in teach out and will be replaced in future offerings.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the [academic integrity standards](#) of the University. These standards reinforce the importance of integrity and honesty in an academic environment.

Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Link can be found here for the [Student Academic Integrity Policy](#)

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).

Applications for special consideration due to adverse circumstances will be made using the

online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

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APPENDIX 1: Presentation

CRITERIA	High distinction	Distinction	Credit	Pass	Fail	Total
NMBA Standards of Practice (2016)	7 – 8 Marks Provides a comprehensive, focused, well-structured response with a good example. Strong links are made between the example and the NMBA standards of practice (2016)	6 Marks Provides a detailed response with a good example. Links are made between the example and the NMBA standards of practice (2016)	5 Marks Provides a satisfactory response with a good example. The example is mostly linked to the NMBA standards of practice (2016)	4 Marks Provides a basic response. An example is provided.	0 – 3 Marks Provides an inadequate response AND/OR provided a response not linked with the NMBA standards of practice (2016)	/8
Solve complex problems: Prioritisation/ Escalation of Care	7 – 8 Marks Provides a comprehensive, focused, well-structured response. The response comprehensively discusses how prioritisation and escalation of care will occur.	6 Marks Provides a detailed response that demonstrates and describes the appropriate prioritisation/ escalation of care	5 Marks Provides satisfactory information in the response that demonstrates prioritisation/ escalation of care	4 Marks Provides a basic response that provides a satisfactory prioritisation/escalation of care.	0 – 3 Marks Provides an inadequate response AND/OR Provided example does not display prioritisation/escalation of care	/8

Independent learning: Clinical Reflection	7 – 8 Marks Provides a comprehensive, focused, well-structured response with a good example. The example demonstrates strong clinical reflection skills and identifies areas where learning will be implemented in the future.	6 Marks Provides a detailed response with a good example. The example demonstrates sound clinical reflection skills and identifies where learning will be implemented in the future	5 Marks Provides satisfactory information with an adequate example. The example mostly demonstrates clinical reflection skills and identifies that learning has occurred.	4 Marks Provides a basic response. An example is provided. OR The response does not display clinical reflection skills	0 – 3 Marks Provides an inadequate response AND/OR Provided example does not display clinical reflection skills	/8
Ability to work with others: Conflict Resolution	7 – 8 Marks Provides a comprehensive, focused, well-structured response with a good example. The example demonstrates strong conflict resolution skills	6 Marks Provides a detailed response with a good example. The example demonstrates sound conflict resolution skills	5 Marks Provides satisfactory information with an adequate example. The example mostly demonstrates conflict resolution skills	4 Marks Provides a basic response. An example is provided. OR The provided example does not address conflict resolution	0 – 3 Marks Provides an inadequate response	/8

Therapeutic and Professional Spoken and Written Communication	7 - 8 Marks Provides a comprehensive, focused, well-structured response with a good example. The example demonstrates strong therapeutic and professional spoken and or written communication skills	6 Marks Provides a detailed response with a good example. The example demonstrates the sound therapeutic and professional spoken and or written communication skills	5 Marks Provides satisfactory information with an adequate example. The example mostly demonstrates the students' therapeutic and professional spoken and or written communication skills	4 Marks Provides a basic response. An example is provided. OR The provided example does not address therapeutic and professional spoken or written communication	0 – 3 Marks Provides an inadequate response	/8
Presentation and Referencing	5 Marks Presentation is presented as an Mp4 document with 5 required elements listed below; 1. A separate slide addressing student introduction including student number 2. A separate slide to address each question/theme outlining key points of discussion 3. Narrated presentation for each slide 4. Full Reference list following University guidelines at the end of the slide show	4 Marks Presentation is presented as an Mp4 document with only 4 required elements listed below; 1. A separate slide addressing student introduction including student number 2. A separate slide to address each question/theme outlining key points of discussion 3. Narrated presentation for each slide 4. Full Reference list following University guidelines at the end of the slide show	3.5 Marks Presentation is presented as an Mp4 document with only 3 required elements listed below; 1. A separate slide addressing student introduction including student number 2. A separate slide to address each question/theme outlining key points of discussion 3. Narrated presentation for each slide 4. Full Reference list following University guidelines at the end of the slide show	2.5 Marks Presentation is presented as an Mp4 document with only 2 required elements listed below; 1. A separate slide addressing student introduction including student number 2. A separate slide to address each question/theme outlining key points of discussion 3. Narrated presentation for each slide 4. Full Reference list following University guidelines at the end of the slide show	0 – 2 Marks Presentation is presented as an Mp4 document with only 1 required element listed below; 1. A separate slide addressing student introduction including student number 2. A separate slide to address each question/theme outlining key points of discussion 3. Narrated presentation for each slide 4. Full Reference list following University guidelines at the end of the slide show	/5

TOTAL	/45
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Appendix 2: Assessment 2 – Written Assessment 2 – Marking Rubric

CRITERIA	High Distinction	Distinction	Credit	Pass	Fail	Mark
Describes the scenario using ISBAR descriptive tool	6 Marks The clinical scenario reflects all five ISBAR components	5 Marks The clinical scenario reflects four ISBAR components	4 Marks The clinical scenario reflects three ISBAR components	3 Marks The clinical scenario reflects two ISBAR components	0 - 2 Mark The described clinical scenario reflects less than two ISBAR components	/6
Describes how the Clinical Scenario and actions taken made the student feel or think	6 Marks The description of the clinical scenario and actions taken describes the student perspective, thoughts and/or feelings, provides a description with excellent detail	5 Marks The description of the clinical scenario and actions taken describes the student perspective, thoughts and/or feelings with appropriate detail	4 Marks The description of the clinical scenario and actions taken mostly describes the student perspective, thoughts and/or feelings. Some details of the scenario are provided	3 Marks The description of the clinical scenario and actions taken somewhat describes the student perspective, thoughts and/or feelings	0 – 2 Mark The description of the clinical scenario and actions taken insufficiently describes the student perspective, thoughts and/or feelings	/6

Describes an evaluation of the Clinical scenario	6 Marks The clinical scenario is strongly evaluated. Substantial details of the evaluation are provided	5 Marks The clinical scenario is evaluated. Substantial details are provided	4 Marks The clinical scenario is mostly evaluated. Sufficient details are provided	3 Marks The clinical scenario is mostly evaluated but limited details are provided	0 – 2 Marks The evaluation of the clinical scenario is insufficient	/6
Describes an analysis of the Clinical Scenario	6 Marks The clinical scenario is strongly analysed. Substantial details are provided	5 Marks The clinical scenario is analysed. Sufficient details are provided	4 Marks The clinical scenario is mostly analysed. Sufficient details are provided	3 Marks The clinical scenario is mostly analysed but only limited details are provided	0 – 2 Marks The clinical scenario is insufficiently analysed	/6
Describes a conclusion of the Clinical Scenario	6 Marks Conclusion of the clinical scenario strongly described. Substantial detail of reflection is provided	5 Marks Conclusion of the clinical scenario is described. Sufficient reflection is provided	4 Marks Conclusion of the clinical scenario is mostly described. Minimal reflection is provided	3 Marks Conclusion of the clinical scenario mostly described. No identified reflection is provided	0 – 2 Marks The conclusion of the clinical scenario is insufficiently described	/6

Has the student identified an Action Plan?	6 Marks The Action Plan provided is strongly reflective of the clinical scenario. The response strongly refers to best practice guidelines, local policy and provides recommendations for future practice	5 Marks The Action Plan provided is, reflective of the clinical scenario. The response refers to best practice guidelines and local policy	4 Marks Action Plan provided and is, reflective of the clinical scenario. The response, refers to local policy only	3 Marks The Action Plan provided, is mostly reflective of the clinical scenario but does not refer to best practice guidelines or local policy	0 – 2 Mark The Action Plan provided but does not sufficiently reflect the clinical scenario	/6
Referencing and Presentation	4 marks APA 7th referencing is clearly and accurately used. The assessment accurately adheres to the structure of the Gibbs Cycle of Reflection	3 marks Appropriate referencing is provided using APA 7 th style. The assessment adheres to the structure of the Gibbs Cycle of Reflection	2.5 marks Appropriate referencing is provided using APA 7 th style. The assessment mostly adheres the structure of the Gibbs Cycle of Reflection.	2 marks Some Referencing is provided but may contain some errors in the APA 7 th referencing style. The assessment mostly adheres the structure of the Gibbs Cycle of Reflection.	0 - 1 marks No Referencing provided. The assessment does not adhere to the structure of the Gibbs Cycle of Reflection.	/4
Total						/40

Appendix 3: Assessment 3 Clinical Assessment – Student NURS3201 Assessment Type: Professional task

Purpose/background Students require a comprehensive knowledge base to support critical thinking and clinical decision-making in nursing practice. During undergraduate education, nursing students are taught theoretical foundations and given opportunities to practice skills in the university simulated environments before undertaking professional experience placements. This assessment is a measure of student's progress towards achieving the level of competence required to function safely and effectively as a registered nurse.

Pre-registration nursing students in Australia must undertake a minimum of 800 professional experience placement hours to meet Australian Health Practitioners regulation agency (AHPRA) requirements as part of their undergraduate nursing education.

It has 3 components:

- i. **Clinical venue orientation and UON Scope of Practice document**
- ii. **Progressive clinical performance ANSAT -. (Australian Nursing Standards Assessment Tool)**
- iii. **Timesheets reporting completed clinical hours signed by allocated RN.**

Learning Outcomes

1. Demonstrate capability to practice according to the Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice.
2. Demonstrate effective clinical reasoning skills and analyses nursing practice.
3. Reflect on and learn from clinical practice experiences.
4. Describe the importance of quality improvement, clinical audits, and risk management activities.
5. Identify and use appropriate personal strategies and support networks to manage the stress inherent in professional practice.
6. Engage in therapeutic and professional communication and contribute effectively as a member of the interdisciplinary health care team.

Clinical venue orientation and UON Scope of Practice

Students are required to complete an orientation checklist during the first day of clinical placement. This document specifies that students must always work within their scope of practice. **Note:** The Orientation Checklist and UON Scope of Practice documents are available in the Canvas learning management system. Once Orientation checklist completed, orientation documents must be retained by students and be produced upon request

Progressive Clinical Assessment- ANSAT- Clinical Performance (Australian Nursing Standards Assessment Tool):

The Australian Nursing Standards Assessment Tool (ANSAT) is a practical assessment tool used to assess university students incorporating the NMBA Code of Conduct for Nurses (2018). The ANSAT is completed for every 40hours of the students' placement by the Professional Experience Facilitator (PEF) or delegated Registered Nurse (RN).

Progressive Clinical Assessment - The progressive assessment enables the clinical facilitator and the student to meet and discuss weekly progression through placement and offers an ideal opportunity to give formal feedback, highlighting the students' strengths and challenges, giving them guidance towards specific goals, and providing learning plans to support ongoing professional and personal development.

Potential performance ratings are on a numeric scale from 1 — 5 where the higher number indicates a higher standard of performance or N/A for not assessed. Please read the detailed explanatory notes and behavioural cues which are provided for the ANSAT. These strategies are put in place with a positive outcome anticipated. Strategies should always be discussed and documented and signed with student in a transparent and supportive manner, the student should always be aware of their clinical deficits and the likelihood of receiving 2's in their ANSAT.

The ANSAT form and completed time sheet is to be submitted for every 40 hours of the placement by uploading to SONIA. **The submission of these documents is the responsibility of the student.**

Final Grading of Clinical Performance:

The final grading of performance is the responsibility of the Professional Experience Facilitator (PEF) and the NURS3201 Course Coordinator. This decision will be based on all the information received relating to the student's performance.

Student's performance in the clinical environment will be observed weekly for approximately 60minutes by the Professional Experience Facilitator (PEF). Then in consultation with the mentor/educator the ANSAT will be completed by the PEF and feedback given to the student.

Students' whose performance on placement has been identified as being unsafe or not meeting the expected standard (ANSAT levels 1 & 2) for their level of enrolment are **at risk of failing the course**. A risk of component fail email will be

sent by the course coordinator.

Important Note: The University may terminate a Professional Experience Placement if a student: does not remediate their progress following feedback; poses an unacceptable risk to a facility, its clients, staff, public, other students, or themselves or has found to breach the student conduct rule.

Termination of placement will result in a component fail for the course and no make-up placement will be provided.

The facility may choose to terminate a clinical placement experience at their discretion at any time. If the termination of placement is due to unsafe practice and/or behaviours which have posed an unacceptable risk to a facility, its clients, staff, public, other students and/or themselves, a component fail for the course will be awarded and no make-up placement will be provided.

ANSAT scores of 1 and/or 2

ANSAT scores of 1 or 2 in any area should be viewed by students as an opportunity to develop further learning strategies for improvement. Students who receive scores of 1 or 2 will be referred to the Course Co-ordinator who will collaborate with their Professional Experience Facilitator and mentor to develop strategies to address areas needing improvement. Learning pathways/plans and remediation will be given.

A Risk of component Failure email will be sent each time an ANSAT score is below 2 in a summative week. **Weeks 1,2,3 and 4 of placement are considered formative. Week 5 is considered summative.** Two ANSATs with scores below 2 in a summative week constitutes a component fail for professional experience placement. An at risk of component fail email will be sent after the first unsatisfactory score.

ANSAT unsatisfactory

A student who receives an unsatisfactory within the first 4 weeks of placement (formative) will be referred to the course coordinator. The Professional Experience Facilitator will develop strategies in collaboration with the student, mentor, and course coordinator to address areas needing improvement. Learning pathways and remediation will be given to support professional experience learning. A professional development plan will be instigated for all ANSAT formatives that score below 3. Failure to improve scores following the implementation of a learning plan will result in a component failure for the Professional Experience Placement (PEP).

The same ANSAT requirements apply in both private and public facilities. Hardcopy ANSATs are required for all site facilitated and private facilities

Professional Development Plans

In the event of a student not responding to feedback and/or there is evidence of significant concerns/repeated behaviours, that contravenes UON Code of Conduct or NMBA Code of Conduct for Nurses (2018), ICN Code of Ethics and NMBA Standards of Practice (2016). The Course coordinator will be informed, and a professional development plan will commence.

The purpose of the professional development process is to:

1. Maintain an objective standard in the event of situations when behaviour is unsafe or unprofessional
2. Identify unprofessional, unsafe, and unsatisfactory behaviours warranting intervention
3. Identify in detail the procedures to be followed in the event of an unsatisfactory ANSAT being issued
4. Observe if the student is thinking critically to an appropriate level, rather than relying on the RN to lead and guide
5. Ensure the student has knowledge of their patient's history, condition, diagnosis, and management e.g. Know what their diagnosis is, what co morbidities they have and what care is required

A Professional Development Plan

- Addresses the individual student's learning goals previously identified through ANSAT document/s
- Provides a targeted action learning management plan with specific time frames, S.M.A.R.T goals. (Specific, Measurable, Achievable, Realistic, Timely)
- Refers/Targets to specific professional standards/domains

The Professional Experience Facilitator must discuss the Professional Development Plan with the student and Course Coordinator, with all parties acknowledging and agreeing to plan and signing the plan. The PEF will arrange follow up meeting to ensure planned goals have been achieved. The final plan, once completed will be sent to the Course Coordinator

