Practical Guide for Clinical Partner Nurses and Midwives
Introduction

Welcome

Clinical Placement is an essential and fundamental component of undergraduate and vocational nursing and midwifery programs. Nursing and midwifery students regard their clinical placements as a highlight during the course of their education.

We respect and value your contribution, knowledge, experience, and enthusiasm as a Clinical Partner Nurse or Midwife. Your support of students during clinical placement is an essential and appreciated service. At all times during placement, students are supervised learners and must practice within the scope of practice according to their year of study.

This guide has been prepared to assist you in the role of clinical partner nurse/midwife for nursing students. It reflects current processes and regulations in Australia at the time of publication. It contains a summary of role requirements and clarifies educational providers’ and HHS expectations.

This guide is a resource for clinical partner nurse/midwife. It provides information to inform and prepare you for some common issues that you may experience while facilitating student learning in the clinical environment. If you are uncertain about any of its contents, or aspects of the role, please seek clarification by contacting the Professional Nursing Services contact as listed in the manual.

We hope you will find the information helpful, and wish you the very best during your clinical partnership role.
Contact Information

The following email is the generic email for the Professional Nursing Services - Clinical Partnership Program THHS-PNS-Coaching@health.qld.gov.au

In particular, it is used for all communication related to the allocation of clinical placements, staff support for students and administrative details for clinical coaches.

Professional Practice Office Key Personnel Contact details

Clinical Partnership Program/ Clinical Coach enquiry/hotline Ph: 4433 2563
Staff can call this number 24 hours, 7 days a week. A clinical coach will respond to your call on the next working day.

Clinical Cluster 1 Ph: 4433 3710
Sub-Acute Care Unit, Mental Health Services, TSV Correctional & Cleveland Youth Detention Service.

Clinical Cluster 2 Ph: 4433 2515
Medical wards 1, 2 & 3

Clinical Cluster 3 Ph: 4433 1972
Oncology Unit, Palliative Care, Renal Unit, Oncology Ambulatory Care, Emergency Department & Short Stay, Renal Satellite, Medical Clinic, Continence Service, Diabetes Services and Respiratory Clinics, Surgical Clinic, Pain Clinic, Stomal Therapy, Medical Imaging and Endoscopy

Clinical Cluster 4 Ph: 4433 3419
Cardiac/Surgical Clinical Decision Unit, Cardiac Catheter Laboratory Unit, Coronary Care Unit, Planned Procedure Unit, Perioperative, Intensive Care Unit & Paediatric ICU.

Clinical Cluster 5 Ph: 4433 3390
Surgical wards 1, 2 & 3

Clinical Cluster 6 Ph: 4433 2511
Medical ward 5, Rehabilitation, Older Persons Community Services, Townsville Community Health, Parklands, Eventide and Rural Facilities and Service.

Clinical Cluster 7 Ph: 4433 3275
Maternity Unit, Paediatric Unit, Special Care, Birth Suite, W & C Clinics, Midwifery Care Program, Paediatric Outreach, Child and Youth Family Services
Clinical Placement Roles and Responsibilities

Students working at THHS undertake a number of clinical nursing courses. Clinical placement in an appropriate health care facility or service area is a requirement of each clinical course and the responsibility of the clinical coordinator within Professional Nursing and Midwifery Services to place students in an environment that is suitable to meet the learning objectives of the course.

While students will receive working rosters, students are supernumerary (i.e. in addition) to staff employed in Townsville Hospital and Health Service (THHS). Role functions and responsibilities within the student placements process have been outlined as below:

Education Provider (University or TAFE)
- Responsible for the quality and delivery of the nursing and midwifery program
- Sets assessment standards for clinical placement
- Works collaboratively with THHS, Professional Nursing Service to manage clinical placement requests
- Advises and assists with any knowledge or learning deficit issues
- Guides and directs the progress of student management issues such as clinical challenges

Professional Nursing and Midwifery Services Clinical Education Services
- Quality and delivery of the nursing and midwifery clinical placement program
- Governance, policies and procedures related to the clinical partnership program
- Development of education programs responsive to learning gaps of the organisation
- Oversight of assessment standards for clinical placement
- Works collaboratively with education providers to manage clinical placement requests
- Manages and directs the progress of student management issues such as clinical challenges

Nurse Unit Manager
- Rostering students with clinical partner nurses
- Uses Clinical Placement Management System to identify student placements in work area
- Ensuring students are provided with rosters, a minimum of 2 weeks prior to placement
- Compliance to safety and wellness of students allocated to the clinical area
- Management of staff engaged as clinical partner nurses/midwives
- Supportive of continuing professional development of clinical partner nurses

Clinical Coach or Nurse Educator
- Uses Clinical Placement Management System to identify student workload
- Oversight of students within clinical cluster or dedicated work unit
- Supports and guides clinical partner nurses/midwives
- Advises and assists with any knowledge or learning deficit issues
- Guides and directs the progress of student management issues such as clinical challenges
Clinical partner nurse/midwife
The clinical partner nurse/midwife is a registered nurse appointed to supervise, support learning and evaluate student nurses undertaking clinical placement within THHS facilities.

The primary role of the clinical partner nurse is to:
- Act as a professional role model
- Act as an educator
- Assess student learning needs
- Facilitate the learning experiences
- Evaluate learning performance

The clinical partner nurse/midwife has the following attributes:
- Displays a positive attitude and has a professional commitment to nursing
- Demonstrates effective interpersonal communication skills, a non-threatening approach, is flexible, open minded, has a sense of humour and a self-confident attitude.
- Identifies and works within professional boundaries and maintains confidentiality
- Demonstrates clinical competence and evidence based practice
- Demonstrates problem solving and critical thinking and clinical reasoning skills
- Exhibits leadership qualities role modelling and reflection
- Demonstrates the ability to introduce and interpret protocols, policies, and standards to assist learners in building the necessary skills for professional practice
- Demonstrates accountability in professional practice
- Participates in continuing education by engaging in in-service programs, conferences independent study and reflection
- Works collaboratively and respectfully within a team environment
- Demonstrates the ability to teach others by identification of learning needs, planning and evaluation of learning activities

The responsibilities of the Clinical partner nurse/midwife are to:
- Ensure they are familiar with the students’ course requirements and expected outcomes
- Ensure they meet mandatory requirements for the clinical workplace and are prepared for student placement including workplace orientation
- Ensure students are welcomed and valued: introduces them to the rules, customs, culture and norms of their co-workers and workplace
- Understand the relevance of the student’s background and learning needs
- Assist the students to become familiar with the work environment including:
  - Physical facilities
  - Ward procedures and policies
  - Patient allocation processes
  - The permanent healthcare facility staff
- Promote competence in clinical practice by:
  - Motivating and encouraging enthusiastic behaviour
  - Provide access to learning opportunities that meet clinical objectives
  - Promoting theory to practice links
- Demonstrate and supervise practice of clinical skills
- Monitor theoretical and clinical progress on a regular basis
- Act as a resource person
• Recognise and effectively manage interpersonal difficulties and mediate where necessary
• Encourage and support independent growth
• Work in collaboration and cooperation with facility education and clinical staff

Clinical Placement Expectations of students
On clinical placement and at any time within a healthcare facility, students are expected to adhere to the following requirements:
• Demonstrate a professional standard of behaviour in accordance with the Nursing and Midwifery Board (NMBA) Code of Conduct and Code of Ethics, as well as education providers’ Code of Conduct
• Demonstrate a professional standard of dress – wearing education providers’ uniform in accordance to the policy
• Clothes, jewellery, hair and appearance generally must comply with all education provider and Hospital and Health Service policies
• Education Provider and THHS badges must be worn at all times and be clearly visible
• Demonstrate a clear understanding of the NMBA National competency standards for the registered nurse or midwife

How to prepare for a clinical placement
Prior to the students arrival the clinical partner nurse should consider the following tasks:
• Make sure you are comfortable taking on this role, discuss this with your NUM or Nurse Educator if you have any concerns regarding the role
• Read all the information and be familiar with the student’s requirements for clinical placement
• Be familiar with unit of competency and assessment guidelines of the student
• Find out the students level of skill and approved scope of practice
• Prepare for your students orientation to the workplace
• Ensure the student’s roster matches your roster allocated. If you have swapped shifts, how has this been communicated and negotiated with the student
• Prepare an orientation pack for the students to your clinical area. The pack may contain
  – an overview of the service, confidentiality agreements, rosters, relevant phone numbers and clinical documentation
  – Know what to bring – clinical tools, lunch (meal facilities, cup, etc.).
  – Park and facility access
  – ieMR and Novell access
• Be familiar with the ANSAT Competency Standards and the elements of each Unit of Competency
• Know how to contact your clinical coach.

Clinical safety & safe words
THHS has introduced a clinical safe word for use during student supervision. The safe work “SET” is to be used when as a clinical partner you need to stop student activities for to ensure patient safety. Scripted communication such as the “SET” safe word have been demonstrated the benefits to both students and patients. Use of the safe word prevents error or harm from reaching the patient. It provides opportunity to stop practice, evaluated or examine the situation and to try again in a safe
manner. Ensure you have early discussions with your student regarding the use of the safe word “SET”.

Remember your CLINICAL Safe Word

Safe words are used in the clinical workplace to ensure patient safety is a priority at all times. Ensure you have discussed this with your student nurse before you undertake patient activities.

Suggestions for orientation

The following suggestions will assist you in managing your student’s clinical placement experience:

- Explore the student’s previous clinical experience
- Go over and set objectives for this placement. Review students goals and clinical assessment requirements
- Explain your plans for assessment, such as when, how and where they can expect it to occur, for example, midway through placement for the formative and at the conclusion for the summative assessment
- Go through the orientation checklist, including a ‘walk through’ of the facility, locating key areas and equipment, documentation used in the facility and the routine of the unit
- Clarify student expectations. Ensure they are realistic for the clinical environment and their level of training
- Address professional behaviour, including punctuality, sickness, hygiene and attire.
- Ensure students are clear about their current scope of practice. Ensure they are aware of when to ask for assistance
- Discuss the clinical safety word “SET” and when it will be used
- Make sure the student can demonstrate how to contact you or the unit if required
- Explain the type of patient and nursing experience they can expect to encounter
- Demonstrate equipment used in the facility and go through the paperwork used
- Directly observe all clinical skills the first time the student undertakes them to ensure safe practice
- Cover OH&S issues for the organisation, such as local policies and procedures for fire, evacuation, manual handling and infection control.
- Discuss the student’s role in a medical emergency
- Go over the basic care principles for patients as there may be a lag between lectures and clinical placements
- At staff introductions, include students’ level of training
- Make organisation values and expectations of the student’s behaviours clear
- Have them practice using equipment such as a BGL machine, including calibration


**Learning Contract:**
During the course of a clinical placement you may identify a concern with a student’s performance/behaviour. The learning contract is a document that allows you to provide the student with written feedback addressing your concerns regarding the student’s knowledge, skill or attitude. The learning contract should link the unsatisfactory standard of performance/behaviour with the relevant domain in the NMBA National Competency Standards. The development of a learning contract provides an opportunity to discuss the learning need and/or strategies to improve/enhance student performance.

**Clinical Assessment Tool**
Each education provider (university/TAFE) will develop tools aligned to the legislative requirement of the program to assess student’s competence. Most education providers base competency assessment on the Nursing Midwifery Board of Australia (NMBA), *Registered Nurse for Standard for Practice* 2016 for pre-registration students. The *Registered Nurse for Standard for Practice* set the benchmark of quality care that each nurse is expected to provide.

The *Registered Nurse for Standard for Practice* consists of the following seven (7) standards:

1. Thinks critically and analyses nursing practice.
2. Engages in therapeutic and professional relationships.
3. Maintains the capability for practice.
4. Comprehensively conducts assessments.
5. Develops a plan for nursing practice.
6. Provides safe, appropriate and responsive quality nursing practice.
7. Evaluates outcomes to inform nursing practice.

The National Competency Standards for the Enrolled Nurse are also organised into three (3) domains:

1. Professional and collaborative practice
2. Provision of care, and
3. Reflective and analytical practice

Students are assessed against the Australian Nursing Standards Assessment Tool (ANSAT). The ANSAT is a practical, one-page tool that reflects the NMBA Registered Nurse Standards for practice (2016) and has been previously validated (Ossenberg, Dalton and Henderson, 2016). An example of a completed ANSAT can be found in the appendix.

**Mid-Placement Review: (Formative Assessment)**
The Mid-Placement Review provides the student with some feedback about their progress towards achieving competency standards required to be demonstrated during this placement. This review is completed at approximately half way through the placement. This document is to be used when there is not an equivalent Mid-Placement Review form from the relevant tertiary institution.

**End of placement Review: (Summative Assessment)**
Summative assessment focuses on the whole of the student’s performance, that is, the extent to which each criteria/learning objective have been met overall for the clinical
placement. Summative assessment provides the student with a grade for the course or placement that contributes to their academic record. ANSAT summative assessment usually takes place towards the end of the placement. Its purpose is to rate the level of achievement reached on completion of the placement.

**Anecdotal Notes:**

Anecdotal notes are used to document information which is significant in terms of a student's clinical progress or performance. The anecdotal note can relate to both positive and negative aspects of performance. The Clinical Assessment Tool provides a general guide for behaviours that may be appropriate to document in an anecdotal Note. The informal note is a very specific way of providing student feedback.

**Management of student's professional and clinical performance**

THHS is committed to quality client care based on holistic professional nursing practice models. It is the HHS’s responsibility to ensure safety to practice and caring professional behaviour is demonstrated from all students while on clinical placement. It is therefore important to have a structured, objective system in place to manage any questionable situations that arise while students are involved in clinical placement.

The purpose of this process is to:

1. Maintain an objective standard for challenge procedures in the event of situations when behaviour is considered to be unsafe or unprofessional
2. Identify unprofessional, unsafe, and unsatisfactory behaviours warranting intervention as listed on the Formal Challenge Procedure Form
3. Identify in detail the procedures to be followed in the event of a challenge being issued
4. Maintain a formal procedure for removing a student at any time from the clinical practice setting because of unsafe or unprofessional behaviour(s)

If an event or series of events occurs involving a student while on clinical placement which, in the opinion of the clinical coach/clinical partner requires intervention, follow the THHS Management of Student Professional Performance Issues flow chart found in the appendix and on the Clinical Partnership Program intranet page http://qheps.health.qld.gov.au/tville/nursing/clinical-partnership/index.htm

**Occasions requiring immediate removal of students from placement.**

There are a number of occasions that require immediate disciplinary action, including:

- Criminal activities, such as stealing, assault or breaching confidentiality
- Attitudes displayed in an unprofessional and inappropriate behaviour, such as breaching professional boundaries or patient confidentiality
- Placing patients, clients, visitors, staff and/or other students at risk
- Inability to administer care to patients/clients in a way that makes the patient feel safe and secure, or where the patient/client or staff in the facility loses trust in the ability of the student
- Inability to communicate adequately in English, either written or verbal
- Inability to understand the clinical partner nurse/midwife or clinical coach instructions
- Not being able to apply theory to the care of a patient/client
- The act of intimidating, harassing or bullying staff
Attending clinical placement whilst under the influence of alcohol or any other prohibited/prescribed substances that may inhibit clinical performance or conduct (including over-the-counter medications)
Attending placement when unfit or unsafe to practice, e.g. attending placement after working a shift, or after suffering an injury
If the provider reasonably believes a student has an impairment that, in the course of the student undertaking clinical training, may place the public at substantial risk of harm

Below are the Guidelines for Mandatory Notifications
Behaviour that must be reported to the Australian Health Practitioners’ Regulation Agency (AHPRA) includes:

- Intoxication by alcohol or drugs while practising or training in the profession
- Engagement in sexual misconduct in connection with the practice or training of the profession
- An impairment that places the public at risk of substantial harm
- Significant departure from accepted professional standards that places the public at risk of harm,
- Deviation from the health profession’s codes of conduct

Immediate Removal
The Nurse Educator, Clinical Coach and/or Course Partner nurse/midwife have the option to immediately remove the student from the clinical environment in the event of a serious breach of professional behaviour or client safety.

The Clinical Partner is responsible for providing the student with the following information should this occur:
1. Reason for action;
2. Subsequent steps/follow-up with the student including date/time/location of further discussion.
3. Notify Clinical Coach or Nurse Educator & Professional Nursing Services Clinical Education Services
4. Provide documentation of the events or behaviour;

Uniform
Students are required to wear the clinical uniform as per their education providers requirements at all times when completing clinical placement. The uniform must be worn in a professional manner at all times i.e clean, neat and tidy. Below are other requirements that must be adhered too at all times.

Jewellery
- One small stud earring in each ear only, no other visible piercing. Medical identification bands if necessary.
- No jewellery on arms/hands except flat wedding band (no stones).
- No other visible jewellery including watches.

Hair
- Must be above the collar.
- Long hair is to be held back and must be above the collar.
Footwear
- Closed-in navy or black shoes; (boots are not appropriate). Fully enclosed footwear must be worn at ALL times, in ALL clinical settings.
- Footwear must have a non-slip sole and heels that are in good condition.
- Footwear, when worn must be fastened or buckled as appropriate at all times whilst on placement.
- Sandals, backless, sideless, scuffs, stiletto style shoes, strap style shoes, thongs and clogs are not permitted to be worn in any setting.

Identification
- Education provider identification badge with year level is to be visibly worn on uniform at all times.
- THHS identification badge must also be visible

Psychiatric/Mental Health Placement:
- If students are not required to wear education provider uniform during psychiatric/mental health placement, the following dress requirements apply:
  **Female** - Dress or skirt, culottes or tailored slacks with waist length collared T-shirts or blouse. No denim is allowed.
  **Male** - Tailored shorts or trousers with collared T-shirts or shirts. No denim is allowed.

**Absence from Clinical Placement**
Students who are absent from clinical placement will be required to make up the time in order to successfully complete the requirements for registration as a nurse. In terms of student placement clinical hours, one week equals 40 hours. Students must contact their clinical partner responsible and the education provider of their missed clinical hours.

Students who miss any day/s of placement must provide evidence of illness or other extenuating circumstance (such as compassionate leave, sick family members or other catastrophic event). This evidence will be a medical certificate submitted at the earliest opportunity and at least prior to completion of placement. Students are removed from placement if they are required to have more than 3 days off during the clinical placement period.

**Frequently Asked Questions**

**What if I have a student who does not arrive at placement on their first day?**

Attempt to make contact with the student on the mobile phone number provided to the NUM/MUM. If you are unable to contact the student please advise your clinical coach or nurse educator. JCU do not provide student numbers. The number provided is direct to the clinical student management officer 24/7. You must also ring the clinical partnership/clinical coaching phone on 4433 2563 and advise the clinical placement coordinator/clinical coach.

**What if my student is sick?**

If a student is sick it is expected that they notify you on the ward. Students are also responsible for advising their education provider of their absence. If a student misses more
than 3 days of clinical placement they will not be able to continue with placement. Students are to make up days they are absent. If it is possible for this to be done before they finish clinical placement through supervision with another partner nurse/midwife then makeup days can occur. Students are to provide a medical certificate if absent from the placement and this must be recorded on their time sheet.

**What happens if I take sick leave?**

When you communicate your sick leave to your NUM or shift coordinator you must advise them you are a partner nurse for a student. The NUM or shift coordinator is responsible for finding a partner nurse/midwife for this shift.

**What if I need to change my shift?**

We understand that staff at times will need to change shifts on their roster once it is published. If a staff member changes a shift they are to consult the student to see if it is suitable for them to modify their roster. If the student is unable to change shifts then the partner nurse/midwife is to find another staff member to supervise their student for the shift.

**What if my student needs to change a shift?**

It is not the responsibility of clinical partner nurse/midwife or NUM/MUM to negotiate shifts with students. Students must work the roster provided to them by the NUM/MUM. A student can only request a change in roster through their education provider who will discuss this request with the Clinical Placement Coordinator in Professional Nursing Services. If you make an allowance for one student you are setting the precedence for future other students.

**What if I have questions regarding clinical skills, assessment, and student’s scope of practice?**

Make contact with your clinical coach or nurse educator. It is their role to support you in the clinical partnership. The student will have a clinical placement manual provided by their education provider. You can request to review this to seek information regarding scope of practice or clinical assessment. THHS has developed a generic guide to student’s scope of practice. This can be found on the Clinical Partnership Program intranet page [http://qheps.health.qld.gov.au/tville/nursing/clinical-partnership/index.htm](http://qheps.health.qld.gov.au/tville/nursing/clinical-partnership/index.htm)

**What if I am having problems with a particular student?**

At the first signs of difficulties with a student you should inform your clinical coach or nurse educator. They will support you in managing the student. If these problems occur after hours you can ring the clinical partnership/clinical coaching phone on 4433 2563 and leave a message. A clinical coach will make contact with you on the next working day to support you. If the matter is urgent you can escalate it to the Afterhours Nurse Manager.

**What if I am concerned about an underperforming student clinically or professionally?**

At the first signs of a student underperforming you should first talk to the student and highlight your concerns and develop strategies to improve performance. Should the student not improve or the issues are significant you must immediately make contact with your
clinical coach or nurse educator. They will guide you in managing the student and if the situation is bad then the clinical coach or nurse educator may work directly with the student.

If the student concerns develop after hours you can ring the clinical partnership/clinical coaching phone on 4433 2563 and leave a message or email THHS-PNS-Coaching@health.qld.gov.au. A clinical coach will make contact with you on the next working day to support you.

**What if I have problems with students’ uniform or professional appearance?**

Students are required to wear a clinical uniform as advised by their education provider and casual clothes in Mental Health areas. Students must be dressed neat and tidy at all times. If a student is not wearing the uniform/appropriate casual clothes correctly then the clinical partner nurse must address this directly with the student. This applies also to hair, jewellery, shoes and chewing gum. If the student fails to respond to the request to improve professional appearance then the partner nurse/midwife should document the discussion and response and notify their clinical coach or nurse educator.

**What if my student has an accident or incident on placement?**

If your student is involved in an accident or incident you must follow the same procedure that THHS staff follow. An incident form must be completed and if debriefing is required the clinical partner nurse/midwife is to ensure the student is involved. The student is responsible for notifying their education provider of the incident and completing the required documents from their education institution.

**What if my student cannot remember their ieMR details?**

Every student is provided Novell details to ensure they have access to ieMR. The student may need to ring their education provider to obtain these details or alternatively they can ring the Infoservice Centre on 1800 198 175 to request the details. Students frequently need to reset their password at the commencement of each placement and again this is done through the Infoservice Centre.

**What if my student does not have an HHS ID badge or cardex access?**

All students who are commencing their first placement at THHS are required to obtain a HHS ID badge. This should have been completed prior to commencement of placement. The education provider will provide the student with the appropriate documentation and they are to report to central admissions and security to complete the process. The student must undertake this in their own time and not use clinical placement hours to attend to this.

Please remember your clinical coach and/or nurse educator are available to support you during clinical partnership. Please contact them at any time you need assistance. Early support will benefit both you and the student. The Clinical Partnership Program intranet page has electronic resources available to support your role.
Appendix

1. Completed ANSAT Tool for reference
2. Management of student’s professional and clinical performance
### ANSAT 2016 – Australian Nursing Standards Assessment Tool

**Student Name:**

**Student ID:**

**Course Name / Code:** NS3032

**Year Level:**

**Clinical Setting / Ward:**

**Placement Dates:**

**Assessment type / date:** Formative

**Code:**

1. Expected behaviours and practices not performed
2. Expected behaviours and practices performed below the acceptable/satisfactory standard
3. Expected behaviours and practices performed at a satisfactory/pass standard
4. Expected behaviours and practices performed at a proficient standard
5. Expected behaviours and practices performed at an excellent standard

N/A = not assessed

**Note:** A rating of 1.8 or 2 indicates that the STANDARD has NOT been achieved

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Circle one number</th>
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<tbody>
<tr>
<td>1. Thinks critically and analyses nursing practice</td>
<td></td>
</tr>
<tr>
<td>- Complies and practices according to relevant legislation and local policy</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Uses an ethical framework to guide decision making and practice</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Demonstrates respect for individual and cultural (including Aboriginal and Torres Strait Islander) preference and differences</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Sources and critically evaluates relevant literature and research evidence to deliver quality practice</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Maintains the use of clear and accurate documentation</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>2. Engages in therapeutic and professional relationships</td>
<td></td>
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<tr>
<td>- Communicates effectively to maintain personal and professional boundaries</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Collaborates with the health care team and others to share knowledge that promotes person-centred care</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Participates as an active member of the healthcare team to achieve optimum health outcomes</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>- Demonstrates respect for a person’s rights and wishes and advocates on their behalf</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>3. Maintains the capability for practice</td>
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<tr>
<td>- Demonstrates commitment to life-long learning of self and others</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Reflects on practice and responds to feedback for continuing professional development</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Demonstrates skills in health education to enable people to make decisions and take action about their health</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Recognises and responds appropriately when own or other’s capability for practice is impaired</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Demonstrates accountability for decisions and actions appropriate to their role</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>4. Comprehensively conducts assessments</td>
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<tr>
<td>- Completes comprehensive and systematic assessments using appropriate and available sources</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Accurately analyses and interprets assessment data to inform practices</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>- Develops a plan for nursing practice</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Collaboratively constructs a plan informed by the patient/client assessment</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>5. Provides safe, appropriate and responsive quality nursing practice</td>
<td></td>
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<tr>
<td>- Delivers safe and effective care within their scope of practice to meet outcomes</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Provides effective supervision and delegates care safely within their role and scope of practice</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Recognise and responds to practice that may be below expected organisational, legal or regulatory standards</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>6. Evaluates outcomes to inform nursing practice</td>
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<tr>
<td>- Monitors progress toward expected goals and health outcomes</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>- Modifies plan according to evaluation of goals and outcomes in consultation with the health care team and others</td>
<td>1 2 3 4 5 N/A</td>
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**GLOBAL RATING SCALE** - In your opinion as an assessor of student performance, **relative to their stage of practice**, the overall performance of this student in the clinical unit was:

- Unsatisfactory
- Limited
- Satisfactory
- Good
- Excellent

**DISCUSSED:** YES NO **ADDITIONAL PAPERWORK:** YES NO

**DATE:**

**NAME:**

**SIGNATURE:**

*Passed: YES NO*
### ASSESSOR FEEDBACK:

<table>
<thead>
<tr>
<th>1.</th>
<th>Thinks critically and analyses nursing practice</th>
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<tbody>
<tr>
<td></td>
<td>Student has been able to practice safely, in accordance with scope of practice, completing work policies and procedures. Student utilizes resources in order to gain evidence to support safe practice.</td>
</tr>
<tr>
<td>2.</td>
<td>Engages in therapeutic and professional relationships</td>
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<tr>
<td></td>
<td>Whilst student participates within the nursing team, student needs to build an effective communication with clinical partner and nursing team in order to relay important information, gain knowledge and share.</td>
</tr>
<tr>
<td>3.</td>
<td>Maintains capability for practice</td>
</tr>
<tr>
<td></td>
<td>At this stage, student needs to use more resources to gain knowledge, ask more questions and share new knowledge with peers. Being more proactive in learning by verbalising what staff and student would like to learn.</td>
</tr>
<tr>
<td>4.</td>
<td>Comprehensively conducts assessments</td>
</tr>
<tr>
<td></td>
<td>Student is still learning to conduct therapy and practice. When doing assessments, more practice will improve overall competence and confidence enabling student to have more exposure to analyzing and interpretation of relevant data.</td>
</tr>
<tr>
<td>5.</td>
<td>Develops a plan for nursing practice</td>
</tr>
<tr>
<td></td>
<td>Student is able to effectively prioritize and plan care of patients, under the guidance and supervision of the clinical partner. Increasing students' exposure to patient management next week will enable student to gain more experience.</td>
</tr>
<tr>
<td>6.</td>
<td>Provides safe, appropriate and responsive quality nursing practice</td>
</tr>
<tr>
<td></td>
<td>Student works within scope, delivering safe and clinically sound care. Student is aware of deficits in new learning and willing to seek guidance to gain competence. Student will document their goals to be achieved next week.</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluates outcomes to inform nursing practice</td>
</tr>
<tr>
<td></td>
<td>Student is aware of goal setting and is keen to challenge herself to meet the goals set. As the weeks go by, student has not gained theory to enable modification of patient care, however with the clinical partner this can be improved upon and be next week.</td>
</tr>
</tbody>
</table>

**Signature:** __________________________  **Date:** ____________

**STUDENT COMMENTS:**

**Signature:** __________________________  **Date:** ____________

**Scoring rules:**
- Circle N/A (not assessed) ONLY if the student has not had an opportunity to demonstrate the behaviour
- If an item is not assessed it is not scored and the total ANSAT score is adjusted for the missed item
- Circle ONLY ONE number for each item
- If a score falls between numbers on the scale the higher number will be used to calculate a total
- Evaluate the student’s performance against the MINIMUM practice level expected for their level of education
Management of Student Professional Performance Issues

Process for managing and reporting student unsatisfactory or poor performance issues within Townsville Hospital & Health Service for nursing and midwifery students.

Issue identified by clinical partner or other nurse/midwife in the work unit

Clinical Partner nurse/midwife discusses issue with student and documents in anecdotal notes. Minor issue can be resolved at unit level.

Yes

Ensure documentation is in place for the issues discussed. Ensure clinical coach is advised issue was addressed

Yes

Nurse Educator, Professional Nursing Services will contact the education provider and liaise with appropriate staff for ongoing management. Student will follow 2 pathways.

Student will be removed from clinical placement

Student will be placed on a clinical challenge

No

Ensure documentation is in place for the issues discussed. Raise issue with Clinical Coach/NE for ongoing support and management. Can the issue be resolved by the clinical coach?

No

Ensure documentation is in place for the issues discussed. Clinical Coach to raise issue with Nurse Educator, Professional Nursing Services for ongoing management.
