



NAME:	
<b>EDUCATION PROVIDER:</b>	

WARD: \_\_\_\_\_

DATES: \_\_\_\_\_



### ANSAT – Australian Nursing Standards Assessment Tool

This tool guides preceptors in completing your clinical assessment tool accurately.

Scale	Definition	Examples
<u>Scarc</u>	<u>Deminion</u>	<u>LXdrripies</u>
1	Expected behaviours and practices not performed	<ul> <li>Unsatisfactory</li> <li>Unsafe</li> <li>Continuous verbal &amp;/or physical direction required</li> <li>Not achieving minimum acceptable level of performance for the expected level of practice.</li> </ul>
2	Expected behaviours and practices performed below the acceptable/satisfactory standard	<ul> <li>Not yet satisfactory</li> <li>Demonstrates behaviours inconsistently</li> <li>Needs guidance to be safe</li> <li>Continuous verbal&amp;/or physical direction required</li> </ul>
This is the passing standard	Expected behaviours and practices performed at a satisfactory/pass standard	<ul> <li>Demonstrates behaviours consistently to a satisfactory and safe standard</li> <li>Occasional supportive cues required - as appropriate for year level</li> <li>The student has met this standard regardless of their experience, place in the course or length of the placement.</li> </ul>
4	Expected behaviours and practices performed at a proficient standard	<ul> <li>The student is comfortable and performs - above the minimum passing standard</li> <li>Practice performed at a safe standard</li> <li>Infrequent supportive cues required</li> <li>The student's performance is consistent, reliable and confident.</li> </ul>
5	Expected behaviours and practices performed at an excellent standard	<ul> <li>Demonstrates most behaviours for the item well above minimum passing standard.</li> <li>Demonstrates greater independences in practice with safety a high priority</li> <li>Supportive cues rarely required</li> <li>Exhibits a level of excellence/ sophistication with respect to an item.</li> </ul>

http://www.ansat.com.au/home/assessment-manual



Level of support	Description	Example
Supportive cues	When the supervisor provides support such as 'that's right' or 'keep going' or the learner is asking questions	Student states: "This is an S8 drug, we need to get that checked out of the cupboard by another nurse, don't we?"
Verbal cues	When the supervisor provides a verbal prompt to the learner	Supervisor states: "There is one more thing we need to check before giving this medication to the patient"
Physical cues	When the supervisor is required to demonstrate how to do a skill or task	Supervisor checks the ID band of the patient if the learner does not respond to the verbal cue

http://www.ansat.com.au/home/assessment-manual

### **PATIENT LOAD:**

A student having a patient load means, that they are taking the **FULL CARE** of the patient under supervision. This includes performing all vital observations, hygiene, medications, mobility, discussion with treating teams and written notes.

It is important that when recording the number of patients, the student has cared for, that this is taken into consideration. For example; by the end of the 1st week of placement a student should be taking full care of at least 2 patients. This number of patients then increases each week.

### **REGISTERED NURSES STANDARDS FOR PRACTICE:**

- 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. https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/registerednurse-standards-for-practice.aspx

### **GIBBS' REFLECTIVE CYCLE:**

Gibbs' Reflective Cycle was developed to give structure to learning from experiences and is perhaps one of the more commonly used reflective cycles for nurses. We encourage you to document your experience in your role as an undergraduate student nurse, and reflect on your feelings at this time as you start your transition in nursing.





### **GOALS**

Goals are to be written and sighted by CSN/Educator within 2 shifts of commencing your placement.

Use the following acronym to complete your goals:

- **S Specific** (simple, sensible, significant)
- M Measurable (meaningful, motivating)
- A Achievable (agreed, attainable)
- R Relevant (reasonable, realistic and resourced, resource based
- **T Time bound** (time-based, time limited, timely)

Overall goals – what would you	like to get out of this placement
1st half of placement goals	What are you going to do to meet these?
2 <sup>nd</sup> half of placement goals	What are you going to do to meet these?
Goals sighted and signed by CSN/Educator:	DATE:



### **EXAMPLE: DAILY WRITTEN FEEDBACK**

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor: Je		<u>Preceptor</u> <u>Student</u>										
01.01.2023	No. of patient's st	udent has primary o	care of: 2	1	2	3	4	5	1	2	3	4	5
Standard 1: This	nks Critically and A	Analyses Nursing Pr	actice			./						_/	
Respect and	d cultural sensitivity	• Documentation	n			V						V	
	king & reasoning												
	ling of patient & cor												
Standard 2: Eng Relationships	gages in Therapeut	ic and Professional				<b>√</b>					<b>√</b>		
	nteractions and boo		9										
<ul> <li>Liaising and c</li> </ul>	collaboration with te	eam patient's	needs										
Standard 3: Mai	intains Capability 1	for Practice											
• Self-directed I	-	or Fractice					<b>V</b>				<b>V</b>		
	y for self and others												
Standard 4: Cor	mprehensively Con	ducts Assessments			1						<u> </u>		
	/systematic patier				•								
• Interpretation	on and analysis of fi	ndings											
Standard 5: Dev	elops a Plan for N	ursina Practice											
• Formulation	of plan of care for s	_	iderations		<b>V</b>						<b>V</b>		
for	on of medical and a	lliad hagith poods	discharge										
		riate and Responsi											
	n scope of practice	• Initiative	re cure				<b>V</b>					<b>V</b>	
	priate supervision	• Delegation of c	care										
Time manage	gement												
•													
		o Inform Nursing Pr				$\checkmark$					$\checkmark$		
<ul><li>Reviews and re</li><li>Alters plan acc</li></ul>		<ul> <li>Consideration term impact a</li> </ul>	_										
•			9 - 4										
Unsatisfacto	ry 🔲 Limit	ed Satisfo	ctory 🔲	(	Good	<i>y</i> [			Exc	elle	nt [		
Preceptor: what	went well	<del></del>	Student: w	/hat v	vent	well	_						
Successful venenu	uncture, great self-dire	octed learning great	Today I ma	nage	d a tv	vo-pa	tient	alloca	ation	inde	pende	ntlv. I	
	ne nerves and discusse		performed	their	vital	signs	, bloo	d sug	jar lev	vels, v	vrote 1	heir	
with medical tean documentation.	n, good systems-based	d assessment and	progress no collaborativ										
documentation.		performed											
Preceptors: areas	s for development (m	ust be completed if	Student: a	reas	for d	evelo	pmer	<u>nt</u>					
	and animal contract to the		I need to co					9					_
Continue to development'	op critical thinking - re 's condition and treatr	elate your assessment nent.	my patient need to co	ntinu	e to r	eview	their	pres	cribe	d me	dicati	on and	
		e your nerves to safely	link this to history.	their	curre	nt ad	missi	on ar	nd the	eir pa	st me	dical	
	ents, use your precepto ant to have with the M etc.	Thistory.											



### Day one

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required. sical direction required.

Date:	Preceptor:				cept	or			<u>Student</u>					
	No. of patient's stud	ent has primary c	are of:	1	2	3	4	5	1	2	3	4	5	
<ul><li>Respect and</li><li>Critical think</li></ul>	nks Critically and And I cultural sensitivity king & reasoning ing of patient & condit	• Documentation												
	ages in Therapeutic (													
Relationships														
	nteractions and bound ollaboration with tean		9											
Standard 3: Mai	ntains Capability for	Practice												
<ul><li>Self-directed le</li><li>Accountability</li></ul>	earning / for self and others													
Standard 4: Con	mprehensively Condu	cts Assessments												
	/systematic patient a													
<ul><li>Interpretatio</li></ul>	n and analysis of findi	ngs												
Standard 5: Dev	elops a Plan for Nurs	ing Practice												
for	of plan of care for shif		iderations											
	n of medical and allied		discharge											
	<b>vides Safe, Appropria</b> n scope of practice	=	e Care											
	priate supervision		are											
• Time manag	gement													
Standard 7: Evg	luates Outcomes to Ir	nform Nursina Pr	actice											
• Reviews and re	assess	<ul> <li>Consideration</li> </ul>	for long											
• Alters plan acco	ordingly	term impact a	nd goals											
Unsatisfactor	ry 🗍 Limited	Satisfa	ctory 🔲		Good	1	1		Exc	:elle	nt [	7		
Preceptor: what		<u> </u>	Student: w	hat v	vent	well	_							
Dro contovo avo av	for dovolonment (movet	he completed if	Chudonti a		6a ala									
scoring 1 or 2)	s for development (must	be completed if	Student: a	reas 1	or de	evelo	omer	<u>1T</u>						
			<u> </u>											



### Day two

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required. ical direction required.

Date:	Preceptor:				cept	or			<u>Student</u>					
	No. of patient's stud	ent has primary c	are of:	1	2	3	4	5	1	2	3	4	5	
<ul><li>Respect and</li><li>Critical think</li></ul>	nks Critically and And I cultural sensitivity king & reasoning ing of patient & condit	• Documentation												
	ages in Therapeutic (													
Relationships														
	nteractions and bound ollaboration with tean		9											
Standard 3: Mai	ntains Capability for	Practice												
<ul><li>Self-directed le</li><li>Accountability</li></ul>	earning / for self and others													
Standard 4: Con	mprehensively Condu	cts Assessments												
	/systematic patient a													
<ul><li>Interpretatio</li></ul>	n and analysis of findi	ngs												
Standard 5: Dev	elops a Plan for Nurs	ing Practice												
for	of plan of care for shif		iderations											
	n of medical and allied		discharge											
	<b>vides Safe, Appropria</b> n scope of practice	=	e Care											
	priate supervision		are											
• Time manag	gement													
Standard 7: Evg	luates Outcomes to Ir	nform Nursina Pr	actice											
• Reviews and re	assess	<ul> <li>Consideration</li> </ul>	for long											
• Alters plan acco	ordingly	term impact a	nd goals											
Unsatisfactor	ry 🗍 Limited	Satisfa	ctory 🔲		Good	1	1		Exc	:elle	nt [	7		
Preceptor: what		<u> </u>	Student: w	hat v	vent	well	_							
Dro contovo avo av	for dovolonment (movet	he completed if	Chudonti a		6a ala									
scoring 1 or 2)	s for development (must	be completed if	Student: a	reas 1	or de	evelo	omer	<u>1T</u>						
			<u> </u>											



### Day three

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:				<u>Preceptor</u> <u>Student</u>									
	No. of patient's stud	lent has p	orimary ca	are of:	1	2	3	4	5	1	2	3	4	5
Respect and	nks Critically and And d cultural sensitivity king & reasoning	_	_											
	ling of patient & condi													
Standard 2: Eng Relationships	gages in Therapeutic	and Prof	essional											
• Professional i	nteractions and bound collaboration with team		• Advoca patient's	-										
• Self-directed	<b>intains Capability for</b> learning y for self and others	Practice												
Head-to-toe	mprehensively Condu /systematic patient on and analysis of find	assessmer												
Standard 5: Dev	velops a Plan for Nurs	sing Prac	tice											
for	of plan of care for shi		• Consid	derations										
	on of medical and allie			discharge										
• Works within	ovides Safe, Approprion  n scope of practice  priate supervision  gement	• Initiati	_											
Standard 7: Evo	luates Outcomes to I	nform Nu	ırsina Pro	actice										
• Reviews and re • Alters plan acc	eassess	• Consi	ideration mpact ar	for long										
Unsatisfacto	ry Limited	<i>a</i> 🗆	Satisfa	ctory 🔲	(	Good	<i>,</i>	]		Exc	elle	nt [		
Preceptor: what	went well			Student: w	/hat v	vent	well							
Preceptors: area scoring 1 or 2)	s for development (mus	t be comp	leted if	Student: a	reas 1	for de	evelo	pmer	<u>nt</u>					



### Day four

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:						<u>Preceptor</u> <u>Student</u>								
	No. of patient's stud	dent has	s primary c	are of:	1	2	3	4	5	1	2	3	4	5	
<ul><li>Respect and</li><li>Critical think</li></ul>	nks Critically and And Control of the Control of th	• Docu	_												
Standard 2: Eng	ages in Therapeutic		ofessional												
	nteractions and boun ollaboration with tea	0.000	• Advoca patient's	-											
• Self-directed le	ntains Capability for earning / for self and others	Practio	ce												
• Head-to-toe	mprehensively Condo / systematic patient on and analysis of find	assessm													
• Formulation for	relops a Plan for Nur of plan of care for sh on of medical and allie	ift	• Consi	derations discharge											
Standard 6: Pro Works withir	vides Safe, Appropri n scope of practice priate supervision	ate and • Initia	Responsiv	ve Care											
Standard 7: Eval • Reviews and re • Alters plan acco		• Cor	Nursing Pronsideration	for long											
Unsatisfactor	· <b></b>	d 🔲	Satisfa			Good				Exc	elle	nt 🗌			
Preceptor: what v	went well s for development (mus	st be com	npleted if	Student: w				pmei	nt .						
scoring 1 or 2)			,				- 3.3								



### Day five

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:				<u>Preceptor</u> <u>Student</u>									
	No. of patient's stud	lent has p	orimary ca	are of:	1	2	3	4	5	1	2	3	4	5
Respect and	nks Critically and And d cultural sensitivity king & reasoning	_	_											
	ling of patient & condi													
Standard 2: Eng Relationships	gages in Therapeutic	and Prof	essional											
• Professional i	nteractions and bound collaboration with team		• Advoca patient's	-										
• Self-directed	<b>intains Capability for</b> learning y for self and others	Practice												
Head-to-toe	mprehensively Condu /systematic patient on and analysis of find	assessmer												
Standard 5: Dev	velops a Plan for Nurs	sing Prac	tice											
for	of plan of care for shi		• Consid	derations										
	on of medical and allie			discharge										
• Works within	ovides Safe, Approprion  n scope of practice  priate supervision  gement	• Initiati	_											
Standard 7: Evo	luates Outcomes to I	nform Nu	ırsina Pro	actice										
• Reviews and re • Alters plan acc	eassess	• Consi	ideration mpact ar	for long										
Unsatisfacto	ry Limited	<i>d</i> 🗆	Satisfa	ctory 🔲	(	Good	<i>,</i>	]		Exc	elle	nt [		
Preceptor: what	went well			Student: w	/hat v	vent	well							
Preceptors: area scoring 1 or 2)	s for development (mus	t be comp	leted if	Student: a	reas 1	for de	evelo	pmer	<u>nt</u>					



### Day six

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:					<u>Preceptor</u> <u>Student</u>								
	No. of patient's stud	dent has primary o	are of:	1	2	3	4	5	1	2	3	4	5	
<ul><li>Respect ar</li><li>Critical thir</li></ul>	inks Critically and And cultural sensitivity onking & reasoning ding of patient & cond	• Documentatio												
	gages in Therapeutic													
Relationships														
	interactions and boun collaboration with tea	7 10 7 00 0	-											
	aintains Capability fo	r Practice												
<ul><li>Self-directed</li><li>Accountabili</li></ul>	learning ty for self and others													
• Head-to-to	emprehensively Conde e/systematic patient ion and analysis of find	assessment												
	evelops a Plan for Nur n of plan of care for sh	_	iderations											
for	•													
	ion of medical and alli <b>ovides Safe, Appropri</b>		discharge ve Care											
• Works with	in scope of practice opriate supervision	<ul><li>Initiative</li></ul>												
Standard 7: Eve	aluates Outcomes to	Inform Nursing Pr	actice											
<ul><li>Reviews and r</li><li>Alters plan ac</li></ul>		<ul> <li>Consideration term impact a</li> </ul>												
Unsatisfacto	ory Limite	d 🔲 Satisfa	ctory 🔲		Good	<i>1</i> [	]		Exc	elle	nt [			
Preceptor: what			Student: w											
Preceptors: area scoring 1 or 2)	as for development (mus	st pe completed if	Student: a	reas 1	ror de	evelo	<u>pmei</u>	<u>nt</u>						



### Day seven

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required. ical direction required.

Date:	Preceptor:				<u>Preceptor</u> <u>Student</u>									
	No. of patient's stud	lent has p	orimary ca	are of:	1	2	3	4	5	1	2	3	4	5
Respect and	nks Critically and And d cultural sensitivity king & reasoning	_	_											
	ling of patient & condi													
Standard 2: Eng Relationships	gages in Therapeutic	and Prof	essional											
• Professional i	nteractions and bound collaboration with team		• Advoca patient's	-										
• Self-directed	<b>intains Capability for</b> learning y for self and others	Practice												
Head-to-toe	mprehensively Condu /systematic patient on and analysis of find	assessmer												
Standard 5: Dev	velops a Plan for Nurs	sing Prac	tice											
for	of plan of care for shi		• Consid	derations										
	on of medical and allie			discharge										
• Works within	ovides Safe, Approprion  n scope of practice  priate supervision  gement	• Initiati	_											
Standard 7: Evo	luates Outcomes to I	nform Nu	ırsina Pro	actice										
• Reviews and re • Alters plan acc	eassess	• Consi	ideration mpact ar	for long										
Unsatisfacto	ry Limited	<i>d</i> 🗆	Satisfa	ctory 🔲	(	Good	<i>,</i>	]		Exc	elle	nt [		
Preceptor: what	went well			Student: w	/hat v	vent	well							
Preceptors: area scoring 1 or 2)	s for development (mus	t be comp	leted if	Student: a	reas 1	for de	evelo	pmer	<u>nt</u>					



### Day eight

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:				<u>Pre</u>	cept	<u>or</u>			Stu	ıden	<u>t</u>		
	No. of patient's stu	dent ha	s primary ca	re of:	1	2	3	4	5	1	2	3	4	5
Standard 1:	Thinks Critically and Ar	nalyses l	Nursing Pra	ctice										
• Respect	and cultural sensitivity	• Doc	umentation											
<ul> <li>Critical th</li> </ul>	ninking & reasoning													
<ul> <li>Understo</li> </ul>	anding of patient & cond	lition												
	Engages in Therapeutic	and Pr	ofessional											
Relationship	o <b>s</b> al interactions and bour	al auria a	a A ali (a a a a a											
	al interactions and bour Id collaboration with tec		<ul> <li>Advocac</li> <li>patient's i</li> </ul>	-										
• Liaising an	a conaboration with tee	1111	patients	70003										
Standard 3: /	Maintains Capability fo	r Practio	ce											
• Self-directe	ed learning													
• Accountab	oility for self and others													
Standard 4: (	Comprehensively Cond	ucts Ass	sessments											
	toe/systematic patient													
	ation and analysis of find													
•														
Standard 5: I	Develops a Plan for Nui	sing Pro	actice											
• Formulat for	ion of plan of care for sh	ift	• Consid	lerations										
<ul> <li>Consider</li> </ul>	ation of medical and alli	ed healt	th needs	discharge										
Standard 6:	Provides Safe, Appropri	ate and	l Responsive	e Care										
	thin scope of practice	• Initio												
	propriate supervision	• Dele	egation of co	ire										
• Time mai	nagement													
Standard 7: E	Evaluates Outcomes to	Inform	Nursina Pra	ctice										
• Reviews and			nsideration 1											
• Alters plan o	accordingly		n impact an											
•														
Unsatisfac	tory 🔲 Limite	d 🔲	Satisfac	-		Good	-	]		Exc	elle	nt 🗌	]	
Preceptor: wh	at went well			Student: w	/hat v	vent	well							
Preceptors: a	reas for development (mu	st be con	npleted if	Student: a	reas 1	for de	evelo	omei	nt					
scoring 1 or 2)														



### Day nine

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:			Pre	cept	or			<u>Stı</u>	ıden	<u>t</u>		
	No. of patient's stud	dent has primary o	are of:	1	2	3	4	5	1	2	3	4	5
<ul><li>Respect ar</li><li>Critical thir</li></ul>	inks Critically and And cultural sensitivity onking & reasoning ding of patient & cond	• Documentatio											
	gages in Therapeutic												
Relationships													
	interactions and boun collaboration with tea	7 10 7 00 0	-										
	aintains Capability fo	r Practice											
<ul><li>Self-directed</li><li>Accountabili</li></ul>	learning ty for self and others												
• Head-to-to	emprehensively Conde e/systematic patient ion and analysis of find	assessment											
	evelops a Plan for Nur n of plan of care for sh	_	iderations										
for	•												
	ion of medical and alli <b>ovides Safe, Appropri</b>		discharge ve Care										
• Works with	in scope of practice opriate supervision	<ul><li>Initiative</li></ul>											
Standard 7: Eve	aluates Outcomes to	Inform Nursing Pr	actice										
<ul><li>Reviews and r</li><li>Alters plan ac</li></ul>		<ul> <li>Consideration term impact a</li> </ul>											
Unsatisfacto	ory Limite	d 🔲 Satisfa	ctory 🔲		Good	<i>1</i> [	]		Exc	elle	nt [		
Preceptor: what			Student: w										
Preceptors: area scoring 1 or 2)	as for development (mus	st pe completed if	Student: a	reas 1	ror de	evelo	<u>pmei</u>	<u>nt</u>					



### Day ten

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required. ical direction required.

Date:	Preceptor:			Pre	cept	or			<u>Stı</u>	ıden	<u>t</u>		
	No. of patient's stud	dent has primary o	are of:	1	2	3	4	5	1	2	3	4	5
<ul><li>Respect ar</li><li>Critical thir</li></ul>	inks Critically and And cultural sensitivity onking & reasoning ding of patient & cond	• Documentatio											
	gages in Therapeutic												
Relationships													
	interactions and boun collaboration with tea	7 10 7 00 0	-										
	aintains Capability fo	r Practice											
<ul><li>Self-directed</li><li>Accountabili</li></ul>	learning ty for self and others												
• Head-to-to	emprehensively Conde e/systematic patient ion and analysis of find	assessment											
	evelops a Plan for Nur n of plan of care for sh	_	iderations										
for	•												
	ion of medical and alli <b>ovides Safe, Appropri</b>		discharge ve Care										
• Works with	in scope of practice opriate supervision	<ul><li>Initiative</li></ul>											
Standard 7: Eve	aluates Outcomes to	Inform Nursing Pr	actice										
<ul><li>Reviews and r</li><li>Alters plan ac</li></ul>		<ul> <li>Consideration term impact a</li> </ul>											
Unsatisfacto	ory Limite	d 🔲 Satisfa	ctory 🔲		Good	<i>1</i> [	]		Exc	elle	nt [		
Preceptor: what			Student: w										
Preceptors: area scoring 1 or 2)	as for development (mus	st pe completed if	Student: a	reas 1	ror de	evelo	<u>pmei</u>	<u>nt</u>					



### Day eleven

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:				<u>Pre</u>	cept	<u>or</u>			Stu	ıden	<u>t</u>		
	No. of patient's stu	dent ha	s primary ca	re of:	1	2	3	4	5	1	2	3	4	5
Standard 1:	Thinks Critically and Ar	nalyses l	Nursing Pra	ctice										
• Respect	and cultural sensitivity	• Doc	umentation											
<ul> <li>Critical th</li> </ul>	ninking & reasoning													
<ul> <li>Understo</li> </ul>	anding of patient & cond	lition												
	Engages in Therapeutic	and Pr	ofessional											
Relationship	o <b>s</b> al interactions and bour	al auria a	a A ali (a a a a a											
	al interactions and bour Id collaboration with tec		<ul> <li>Advocac</li> <li>patient's i</li> </ul>	-										
• Liaising an	a conaboration with tee	1111	patients	70003										
Standard 3: /	Maintains Capability fo	r Practio	ce											
• Self-directe	ed learning													
• Accountab	oility for self and others													
Standard 4: (	Comprehensively Cond	ucts Ass	sessments											
	toe/systematic patient													
	ation and analysis of find													
•														
Standard 5: I	Develops a Plan for Nui	sing Pro	actice											
• Formulat for	ion of plan of care for sh	ift	• Consid	lerations										
<ul> <li>Consider</li> </ul>	ation of medical and alli	ed healt	th needs	discharge										
Standard 6:	Provides Safe, Appropri	ate and	l Responsive	e Care										
	thin scope of practice	• Initio												
	propriate supervision	• Dele	egation of co	ire										
• Time mai	nagement													
Standard 7: E	Evaluates Outcomes to	Inform	Nursina Pra	ctice										
• Reviews and			nsideration 1											
• Alters plan o	accordingly		n impact an											
•														
Unsatisfac	tory 🔲 Limite	d 🔲	Satisfac	-		Good	-	]		Exc	elle	nt 🗌	]	
Preceptor: wh	at went well			Student: w	/hat v	vent	well							
Preceptors: a	reas for development (mu	st be con	npleted if	Student: a	reas 1	for de	evelo	omei	nt					
scoring 1 or 2)														



### Day twelve

- Expected behaviours and practices performed. Continuous verbal & or priscal direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal & or physical direction process performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:				<u>Pre</u>	cept	<u>or</u>			Stu	ıden	<u>t</u>		
	No. of patient's stu	dent ha	s primary ca	re of:	1	2	3	4	5	1	2	3	4	5
Standard 1:	Thinks Critically and Ar	nalyses l	Nursing Pra	ctice										
• Respect	and cultural sensitivity	• Doc	umentation											
<ul> <li>Critical th</li> </ul>	ninking & reasoning													
<ul> <li>Understo</li> </ul>	anding of patient & cond	lition												
	Engages in Therapeutic	and Pr	ofessional											
Relationship	o <b>s</b> al interactions and bour	al auria a	a A ali (a a a a a											
	al interactions and bour Id collaboration with tec		<ul> <li>Advocac</li> <li>patient's i</li> </ul>	-										
• Liaising an	a conaboration with tee	1111	patients	70003										
Standard 3: /	Maintains Capability fo	r Practio	ce											
• Self-directe	ed learning													
• Accountab	oility for self and others													
Standard 4: (	Comprehensively Cond	ucts Ass	sessments											
	toe/systematic patient													
	ation and analysis of find													
•														
Standard 5: I	Develops a Plan for Nui	sing Pro	actice											
• Formulat for	ion of plan of care for sh	ift	• Consid	lerations										
<ul> <li>Consider</li> </ul>	ation of medical and alli	ed healt	th needs	discharge										
Standard 6:	Provides Safe, Appropri	ate and	l Responsive	e Care										
	thin scope of practice	• Initio												
	propriate supervision	• Dele	egation of co	ire										
• Time mai	nagement													
Standard 7: E	Evaluates Outcomes to	Inform	Nursina Pra	ctice										
• Reviews and			nsideration 1											
• Alters plan o	accordingly		n impact an											
•														
Unsatisfac	tory 🔲 Limite	d 🔲	Satisfac	-		Good	-	]		Exc	elle	nt 🗌	]	
Preceptor: wh	at went well			Student: w	/hat v	vent	well							
Preceptors: a	reas for development (mu	st be con	npleted if	Student: a	reas 1	for de	evelo	omei	nt					
scoring 1 or 2)														



### Day thirteen

- Expected behaviours and practices not performed. Continuous verbal &/or physical direction required.

  Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction processes the satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:				Pre	cept	or			Stu	ıden	<u>t</u>		
	No. of patient's stud	lent has p	orimary ca	are of:	1	2	3	4	5	1	2	3	4	5
Respect and	inks Critically and And cultural sensitivity king & reasoning	-	_											
	ling of patient & condi													
Standard 2: Eng Relationships	gages in Therapeutic	and Profe	essional											
• Professional i	nteractions and boun collaboration with tea		• Advoca patient's	-										
• Self-directed	<b>intains Capability for</b> learning y for self and others	Practice												
Head-to-toe	mprehensively Condu / systematic patient on on and analysis of fina	assessmer												
Standard 5: Dev	velops a Plan for Nurs	sing Pract	tice											
for	n of plan of care for shi		• Consid	derations										
	on of medical and allie			discharge										
• Works withi	ovides Safe, Approprion on scope of practice opriate supervision gement	• Initiati	_											
Standard 7: Evo	lluates Outcomes to I	nform Nu	ırsina Pro	actice										
• Reviews and re • Alters plan acc	eassess	• Consi	ideration mpact an	for long										
Unsatisfacto	ry 🔲 Limited	d 🔲	Satisfac	ctory 🔲	(	Good	<i>,</i> [	]		Exc	elle	nt [		
Preceptor: what	went well			Student: w	/hat v	vent	well							
Preceptors: area scoring 1 or 2)	s for development (mus	t be compl	leted if	Student: a	reas i	for de	evelo	pmei	<u>nt</u>					



### Day fourteen

Expected behaviours and practices not performed: Continuous verbal &/or physical direction required.

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required.

Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required.

Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:				Pre	ecept	tor			Stu	<u>ıden</u>	<u>t</u>		
	No. of patient's stu	dent ha	s primary (	care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Thir	nks Critically and An	alyses I	Nursing Pr	actice										
·	cultural sensitivity	• Doc	umentatio	n										
	king & reasoning													
	ing of patient & cond													
Standard 2: Eng	ages in Therapeutic	and Pr	ofessional											
<ul> <li>Professional in</li> </ul>	nteractions and boun	daries	• Advoca	acy for										
<ul> <li>Liaising and c</li> </ul>	ollaboration with tea	m	patient's	needs										
Standard 3: Mai	ntains Capability for	r Dractic	~ <u> </u>											
Self-directed le	-	ridetk	<b></b>											
	for self and others													
Standard 4: Con	nprehensively Condu	ucts Ass	sessments											
	/systematic patient o													
<ul> <li>Interpretation</li> </ul>	n and analysis of find	lings												
Standard 5: Dov	relops a Plan for Nur	sina Dra	actice											
	of plan of care for sh	_		iderations										
<ul> <li>Consideration</li> </ul>	n of medical and allie	ed healt	h needs	discharge										
Standard 6: Pro	vides Safe, Appropri	ate and	Responsi	ve Care										
	scope of practice													
<ul><li>Seeks approp</li><li>Time manag</li></ul>	priate supervision	• Dele	gation of d	care										
•	retriette													
Standard 7: Eval	luates Outcomes to		_											
• Reviews and re			nsideratio	_										
<ul><li>Alters plan accord</li></ul>	ordingly	terr	m impact c	iria goais										
Unsatisfactor	y Limite	d 🔲	Satisfo	ctory 🔲	G	iood				Exc	ellei	nt 🗀	]	
Preceptor: what i	went well			Student: w	hat w	ent v	vell							
Due company and and	- for dovelon-ont (move		:6	Church mts and			!		_					
scoring 1 or 2)	for development (mus	t pe con	ipietea it	Student: ar	eas f	or ae	veiop	men	<u>r</u>					



### Day fifteen

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed below the satisfactory/pass standard. Prequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:			Pre	cept	tor			Stu	ıden	<u>t</u>		
	No. of patient's stud	dent has	s primary care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Th	inks Critically and An	alyses N	lursing Practice										
·	d cultural sensitivity	• Docu	ımentation										
	king & reasoning												
t e e e e e e e e e e e e e e e e e e e	ding of patient & condi												
Standard 2: English Relationships	gages in Therapeutic	and Pro	ofessional										
<ul> <li>Professional</li> </ul>	interactions and boun collaboration with tea		<ul> <li>Advocacy for patient's needs</li> </ul>										
'	intains Capability for	Practic	e										
Self-directed	_												
Accountabilit	ty for self and others												
Standard 4: Co	mprehensively Condu	ıcts Ass	essments										
	e/systematic patient o		ent										
<ul><li>Interpretation</li></ul>	on and analysis of find	lings											
Standard 5: De	velops a Plan for Nur	sing Pra	ıctice										
<ul> <li>Formulation for</li> </ul>	n of plan of care for shi	ift	<ul> <li>Considerations</li> </ul>										
	on of medical and allie												
	ovides Safe, Appropri												
	n scope of practice												
<ul><li>Seeks appro</li><li>Time mana</li></ul>	·	Dele	gation of care										
•													
	aluates Outcomes to I		•										
• Reviews and re			nsideration for long										
<ul><li>Alters plan acc</li></ul>	coraingly	tern	n impact and goals										

, <b>—</b>	imited 🔲	Satisfac	tory 🔲	Good	Excellent
Preceptor: what went well			Student: who	t went well	
Preceptors: areas for development scoring 1 or 2)	nt (must be comp	oleted if	Student: area	is for development	



### Day sixteen

Expected behaviours and practices performed continuous verbal soft physical direction required.

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal soft physical direction required.

Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required.

Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:		Pre	cep	tor_			Stu	den	<u>t</u>		
	No. of patient's stud	ent has primary care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Thi	nks Critically and And	lyses Nursing Practice										
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>										
	king & reasoning											
	ling of patient & condit											
Standard 2: Eng Relationships	gages in Therapeutic	ana Protessional										
-	nteractions and bound	laries • Advocacy for										
<ul> <li>Liaising and a</li> </ul>	collaboration with tear	n patient's needs										
•												
	intains Capability for	Practice										
Self-directed     Accountability	learning y for self and others											
• Accountability	y for sell aria others											
Standard 4: Con	mprehensively Condu	cts Assessments										
• Head-to-toe	/systematic patient a	ssessment										
• Interpretation	on and analysis of findi	ngs										
•												
<u> </u>	velops a Plan for Nurs	-										
• Formulation for	of plan of care for shit	t • Considerations										
<ul> <li>Consideration</li> </ul>	on of medical and allie	d health needs discharge										
Standard 6: Pro	vides Safe, Appropria	te and Responsive Care										
	n scope of practice											
	priate supervision	<ul> <li>Delegation of care</li> </ul>										
Time manag	gement											
Standard 7: Evo	luates Outcomes to li	nform Nursing Practice										
• Reviews and re		<ul> <li>Consideration for long</li> </ul>										
• Alters plan acc	ordingly	term impact and goals										
•												

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	it went well	
Preceptors: areas for developing 1 or 2)	ment (must be com	ppleted if	Student: area	as for development	



### Day seventeen

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	сер	tor_			Stu	den	<u>t</u>		
	No. of patient's stud	dent has primary care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Thi	nks Critically and And	alyses Nursing Practice										
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>										
	king & reasoning											
	ling of patient & condi											
Standard 2: Eng Relationships	gages in Therapeutic	and Professional										
• Professional i	nteractions and bound	9										
•		,										
Standard 3: Ma	intains Capability for	Practice										
• Self-directed	0											
Accountability	y for self and others											
Standard 4: Co.	mprehensively Condu	ıcts Assessments										
	e/systematic patient c											
<ul><li>Interpretation</li></ul>	on and analysis of find	ings										
Standard 5: De	velops a Plan for Nurs	sing Practice										
<ul> <li>Formulation for</li> </ul>	n of plan of care for shi	ft • Considerations										
• Consideration	on of medical and allie	ed health needs discharge										
		ate and Responsive Care										
	n scope of practice											
	priate supervision	<ul> <li>Delegation of care</li> </ul>										
<ul><li>Time manag</li></ul>	gerrierit											
Standard 7: Evo	luates Outcomes to I	nform Nursing Practice										
• Reviews and re		<ul> <li>Consideration for long</li> </ul>										
<ul><li>Alters plan acc</li><li></li></ul>	cordingly	term impact and goals										

, <b>—</b>	imited 🔲	Satisfac	tory 🔲	Good	Excellent
Preceptor: what went well			Student: who	t went well	
Preceptors: areas for development scoring 1 or 2)	nt (must be comp	oleted if	Student: area	is for development	



### Day eighteen

Expected behaviours and practices performed continuous verbal soft physical direction required.

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal soft physical direction required.

Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required.

Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:		Pre	cep	tor_			<u>Student</u>					
	No. of patient's stud	ent has primary care of:	1	2	3	4	5	1	2	3	4	5	
Standard 1: Thi	nks Critically and And	llyses Nursing Practice											
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>											
	king & reasoning												
	Understanding of patient & condition												
	gages in Therapeutic (	and Professional											
Relationships													
	nteractions and bounc collaboration with tean												
• Liaising and 0	onaboration with tean	n patient's rieeas											
Standard 3: Ma	intains Capability for	Practice											
Self-directed	•												
	y for self and others												
Standard 4: Co	mprehensively Condu	cts Assessments											
	/systematic patient a												
<ul> <li>Interpretation</li> </ul>	on and analysis of findi	ngs											
•									-				
	velops a Plan for Nurs	-											
<ul> <li>Formulation for</li> </ul>	of plan of care for shif	t • Considerations											
	on of medical and allie	d health needs discharge											
		te and Responsive Care											
<u> </u>	n scope of practice	-											
	priate supervision												
Time manage		<u> </u>											
•													
Standard 7: Evo	luates Outcomes to Ir	nform Nursing Practice											
• Reviews and re		<ul> <li>Consideration for long</li> </ul>											
• Alters plan acc	cordingly	term impact and goals											
•													

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	t went well	
Preceptors: areas for developm scoring 1 or 2)	nent (must be comp	oleted if	Student: area	as for development	



### Day nineteen

Expected behaviours and practices performed continuous verbal soft physical direction required.

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal soft physical direction required.

Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required.

Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:			Pre	cept	tor			Stu	<u>Student</u>						
	No. of patient's stud	dent has	s primary care of:	1	2	3	4	5	1	2	3	4	5			
Standard 1: Th	inks Critically and An	alyses N	lursing Practice													
·	d cultural sensitivity	• Docu	ımentation													
	king & reasoning															
t e e e e e e e e e e e e e e e e e e e	Understanding of patient & condition															
Standard 2: English Relationships	Standard 2: Engages in Therapeutic and Professional															
<ul> <li>Professional</li> </ul>	interactions and boun collaboration with tea		<ul> <li>Advocacy for patient's needs</li> </ul>													
'	intains Capability for	Practic	e													
Self-directed	_															
Accountabilit	ty for self and others															
Standard 4: Co	mprehensively Condu	ıcts Ass	essments													
	e/systematic patient o		ent													
<ul><li>Interpretation</li></ul>	on and analysis of find	lings														
Standard 5: De	velops a Plan for Nur	sing Pra	ıctice													
<ul> <li>Formulation for</li> </ul>	n of plan of care for shi	ift	<ul> <li>Considerations</li> </ul>													
	on of medical and allie															
	ovides Safe, Appropri															
	n scope of practice															
<ul><li>Seeks appro</li><li>Time mana</li></ul>	·	Dele	gation of care													
•																
	aluates Outcomes to I		•													
• Reviews and re			nsideration for long													
<ul><li>Alters plan acc</li></ul>	coraingly	tern	n impact and goals													

Unsatisfactory 🔲	Limited 🔲	Satisfac	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	t went well	
Preceptors: areas for develops scoring 1 or 2)	ment (must be com	pleted if	Student: area	is for development	



### Day twenty

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required. Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:		Pre	cep	tor_			<u>Student</u>					
	No. of patient's stud	ent has primary care of:	1	2	3	4	5	1	2	3	4	5	
Standard 1: Thi	nks Critically and And	lyses Nursing Practice											
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>											
	Critical thinking & reasoning Understanding of patient & condition												
Standard 2: Eng Relationships	gages in Therapeutic	ana Protessional											
-	nteractions and bound	laries • Advocacy for											
<ul> <li>Liaising and a</li> </ul>	collaboration with tear	n patient's needs											
•													
	intains Capability for	Practice											
Self-directed     Accountability	learning y for self and others												
• Accountability	y for sell aria others												
Standard 4: Con	mprehensively Condu	cts Assessments											
• Head-to-toe	/systematic patient a	ssessment											
• Interpretation	on and analysis of findi	ngs											
•													
<u> </u>	velops a Plan for Nurs	-											
• Formulation for	of plan of care for shit	t • Considerations											
<ul> <li>Consideration</li> </ul>	on of medical and allie	d health needs discharge											
Standard 6: Pro	vides Safe, Appropria	te and Responsive Care											
	n scope of practice												
	priate supervision	<ul> <li>Delegation of care</li> </ul>											
Time manag	gement												
Standard 7: Evo	luates Outcomes to li	nform Nursing Practice											
• Reviews and re		<ul> <li>Consideration for long</li> </ul>											
• Alters plan acc	ordingly	term impact and goals											
•													

Unsatisfactory 🔲 Lin	nited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	t went well	
Preceptors: areas for development scoring 1 or 2)	(must be com	pleted if	Student: area	s for development	



### Day twenty-one

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a satisfactory/pass standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	cep	<u>tor</u>			Stu	ıden	<u>t</u>		
	No. of patient's stude	ent has primary care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Thi	nks Critically and Ana	lyses Nursing Practice										
Respect and	d cultural sensitivity	<ul> <li>Documentation</li> </ul>										
<ul> <li>Understanding of patient &amp; condition</li> </ul>												
Standard 2: Eng Relationships	gages in Therapeutic a	nd Professional										
•	nteractions and bound	aries • Advocacy for										
	collaboration with team	, , , , , , , , , , , , , , , , , , , ,										
•		,										
Standard 3: Mai	intains Capability for F	Practice										
• Self-directed I	earning											
Accountability	y for self and others											
Standard 4: Cor	mprehensively Conduc	ts Assessments										
• Head-to-toe	/systematic patient as	sessment										
• Interpretation	on and analysis of findir	ngs										
Standard 5: Dev	relops a Plan for Nursi	na Practice										
	of plan of care for shift											
• Consideration	n of medical and allied	l health needs discharge										
Standard 6: Pro	vides Safe, Appropriat	e and Responsive Care										
	n scope of practice											
	priate supervision	<ul> <li>Delegation of care</li> </ul>										
<ul><li>Time manag</li></ul>	gement											
Standard 7: Eva	luates Outcomes to In	form Nursing Practice										
• Reviews and re		<ul> <li>Consideration for long</li> </ul>										
<ul> <li>Alters plan acc</li> </ul>	ordingly	term impact and goals										
•												

Unsatisfactory 🔲	Limited 🔲	Satisfac	tory 🔲	Good	Excellent
Preceptor: what went well			Student: wha	<u>t went well</u>	
Preceptors: areas for developm scoring 1 or 2)	nent (must be com	pleted if	Student: area	is for development	



### Day twenty-two

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	cep	tor_			<u>Student</u>					
	No. of patient's stud	ent has primary care of:	1	2	3	4	5	1	2	3	4	5	
Standard 1: Thi	nks Critically and And	lyses Nursing Practice											
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>											
	Critical thinking & reasoning Understanding of patient & condition												
Standard 2: Eng Relationships	gages in Therapeutic	ana Protessional											
-	nteractions and bound	laries • Advocacy for											
<ul> <li>Liaising and a</li> </ul>	collaboration with tear	n patient's needs											
•													
	intains Capability for	Practice											
Self-directed     Accountability	learning y for self and others												
• Accountability	y for sell aria others												
Standard 4: Con	mprehensively Condu	cts Assessments											
• Head-to-toe	/systematic patient a	ssessment											
• Interpretation	on and analysis of findi	ngs											
•													
<u> </u>	velops a Plan for Nurs	-											
• Formulation for	of plan of care for shit	t • Considerations											
<ul> <li>Consideration</li> </ul>	on of medical and allie	d health needs discharge											
Standard 6: Pro	vides Safe, Appropria	te and Responsive Care											
	n scope of practice												
	priate supervision	<ul> <li>Delegation of care</li> </ul>											
Time manag	gement												
Standard 7: Evo	luates Outcomes to II	nform Nursing Practice											
• Reviews and re		<ul> <li>Consideration for long</li> </ul>											
• Alters plan acc	ordingly	term impact and goals											
•													

Unsatisfactory 🔲	Limited 🔲	Satisfac	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	t went well	
Preceptors: areas for develops scoring 1 or 2)	ment (must be com	pleted if	Student: area	is for development	



### Day twenty-three

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	cep	tor_			<u>Student</u>					
	No. of patient's stud	ent has primary care of:	1	2	3	4	5	1	2	3	4	5	
Standard 1: Thi	nks Critically and And	lyses Nursing Practice											
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>											
	Critical thinking & reasoning Understanding of patient & condition												
Standard 2: Eng Relationships	gages in Therapeutic	ana Protessional											
-	nteractions and bound	laries • Advocacy for											
<ul> <li>Liaising and a</li> </ul>	collaboration with tear	n patient's needs											
•													
	intains Capability for	Practice											
Self-directed     Accountability	learning y for self and others												
• Accountability	y for sell aria others												
Standard 4: Con	mprehensively Condu	cts Assessments											
• Head-to-toe	/systematic patient a	ssessment											
• Interpretation	on and analysis of findi	ngs											
•													
<u> </u>	velops a Plan for Nurs	-											
• Formulation for	of plan of care for shit	t • Considerations											
<ul> <li>Consideration</li> </ul>	on of medical and allie	d health needs discharge											
Standard 6: Pro	vides Safe, Appropria	te and Responsive Care											
	n scope of practice												
	priate supervision	<ul> <li>Delegation of care</li> </ul>											
Time manag	gement												
Standard 7: Evo	luates Outcomes to II	nform Nursing Practice											
• Reviews and re		<ul> <li>Consideration for long</li> </ul>											
• Alters plan acc	ordingly	term impact and goals											
•													

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	it went well	
Preceptors: areas for developing 1 or 2)	ment (must be com	ppleted if	Student: area	as for development	



### Day twenty-four

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	cep	tor_			Stu	den	<u>t</u>		
	No. of patient's stude	ent has primary care of:	1	2	3	4	5	1	2	3	4	5
<ul><li>Respect an</li><li>Critical thir</li><li>Understand</li></ul>	Respect and cultural sensitivity • Documentation Critical thinking & reasoning Understanding of patient & condition  Standard 2: Engages in Therapeutic and Professional											
Relationships • Professional	interactions and bound	aries • Advocacy for										
• Self-directed	intains Capability for I learning sy for self and others	Practice										
• Head-to-toe	mprehensively Conduce / systematic patient as on and analysis of findir	ssessment										
• Formulation for	velops a Plan for Nursin of plan of care for shift on of medical and allied	Considerations										
Standard 6: Pro Works with	ovides Safe, Appropriat In scope of practice opriate supervision	te and Responsive Care •Initiative										
Standard 7: Evo • Reviews and r • Alters plan acc •		form Nursing Practice  • Consideration for long term impact and goals										

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	it went well	
Preceptors: areas for developing 1 or 2)	ment (must be com	ppleted if	Student: area	as for development	



### Day twenty-five

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:			Pre	cept	tor			<u>Student</u>						
	No. of patient's stud	dent has	s primary care of:	1	2	3	4	5	1	2	3	4	5		
Standard 1: Th	inks Critically and An	alyses N	lursing Practice												
·	d cultural sensitivity	• Docu	ımentation												
	Shired thinking a reasoning														
t e e e e e e e e e e e e e e e e e e e	Understanding of patient & condition														
Standard 2: English Relationships	gages in Therapeutic	and Pro	ofessional												
<ul> <li>Professional</li> </ul>	interactions and boun collaboration with tea		<ul> <li>Advocacy for patient's needs</li> </ul>												
'	intains Capability for	Practic	e												
Self-directed	_														
Accountabilit	ty for self and others														
Standard 4: Co	mprehensively Condu	ıcts Ass	essments												
	e/systematic patient o		ent												
<ul><li>Interpretation</li></ul>	on and analysis of find	lings													
Standard 5: De	velops a Plan for Nur	sing Pra	ıctice												
<ul> <li>Formulation for</li> </ul>	n of plan of care for shi	ift	<ul> <li>Considerations</li> </ul>												
	on of medical and allie														
	ovides Safe, Appropri														
	n scope of practice														
<ul><li>Seeks appro</li><li>Time mana</li></ul>	·	Dele	gation of care												
•															
	aluates Outcomes to I		•												
• Reviews and re			nsideration for long												
• Alters plan acc	coraingly	tern	n impact and goals												

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	it went well	
Preceptors: areas for developing 1 or 2)	ment (must be com	ppleted if	Student: area	as for development	



### Day twenty-six

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	cep	tor_			Stu	ıden	<u>t</u>		
	No. of patient's stud	ent has primary care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Thi	nks Critically and Ana	lyses Nursing Practice										
Respect and	Respect and cultural sensitivity • Documentation											
	king & reasoning											
	ling of patient & condit											
Standard 2: Eng Relationships	gages in Therapeutic o	and Professional										
	nteractions and bound	arrian Advances (for										
	nteractions and bound collaboration with tean	9										
•	condocidation with team	patients needs										
Standard 3: Ma	intains Capability for I	Practice										
<ul> <li>Self-directed</li> </ul>	learning											
• Accountabilit	y for self and others											
Standard 4: Co	mprehensively Conduc	cts Assessments										
<ul> <li>Head-to-toe</li> </ul>	e/systematic patient as	ssessment										
• Interpretation	on and analysis of findi	ngs										
Standard 5: De	velops a Plan for Nursi	ing Practice										
<ul> <li>Formulation for</li> </ul>	n of plan of care for shift	• Considerations										
• Consideration	on of medical and allied	d health needs discharge	<u> </u>									
Standard 6: Pro	ovides Safe, Appropria	te and Responsive Care										
	n scope of practice											
	priate supervision	<ul> <li>Delegation of care</li> </ul>										
<ul><li>Time manage</li></ul>	gement											
Standard 7: Evo	luates Outcomes to In	form Nursing Practice										
• Reviews and re		<ul> <li>Consideration for long</li> </ul>										
<ul> <li>Alters plan acc</li> </ul>	cordingly	term impact and goals										
•												

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	at went well	
Preceptors: areas for develops scoring 1 or 2)	ment (must be com	pleted if	Student: area	as for development	



### Day twenty-seven

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	сер	tor_			<u>Student</u>						
	No. of patient's stud	dent has primary care of:	1	2	3	4	5	1	2	3	4	5		
Standard 1: Thi	nks Critically and And	alyses Nursing Practice												
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>												
	Critical thinking & reasoning													
	Understanding of patient & condition													
Standard 2: Eng Relationships	gages in Therapeutic	and Professional												
• Professional i	nteractions and bound	9												
•		,												
Standard 3: Ma	intains Capability for	Practice												
Self-directed	0													
Accountability	y for self and others													
Standard 4: Co.	mprehensively Condu	ıcts Assessments												
	e/systematic patient c													
<ul><li>Interpretation</li></ul>	on and analysis of find	ings												
Standard 5: De	velops a Plan for Nurs	sing Practice												
<ul> <li>Formulation for</li> </ul>	n of plan of care for shi	ft • Considerations												
• Consideration	on of medical and allie	ed health needs discharge												
		ate and Responsive Care												
	n scope of practice													
	priate supervision	<ul> <li>Delegation of care</li> </ul>												
<ul><li>Time manag</li></ul>	gerrierit													
Standard 7: Evo	luates Outcomes to I	nform Nursing Practice												
• Reviews and re		<ul> <li>Consideration for long</li> </ul>												
<ul><li>Alters plan acc</li><li></li></ul>	cordingly	term impact and goals												

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	at went well	
Preceptors: areas for develops scoring 1 or 2)	ment (must be com	pleted if	Student: area	as for development	



### Day twenty-eight

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	cep	tor_			Stu	den	<u>t</u>		
	No. of patient's stude	ent has primary care of:	1	2	3	4	5	1	2	3	4	5
<ul><li>Respect an</li><li>Critical thir</li><li>Understand</li></ul>	Respect and cultural sensitivity • Documentation Critical thinking & reasoning Understanding of patient & condition  Standard 2: Engages in Therapeutic and Professional											
Relationships • Professional	interactions and bound	aries • Advocacy for										
• Self-directed	intains Capability for I learning sy for self and others	Practice										
• Head-to-toe	mprehensively Conduce / systematic patient as on and analysis of findir	ssessment										
• Formulation for	velops a Plan for Nursin of plan of care for shift on of medical and allied	Considerations										
Standard 6: Pro Works with	ovides Safe, Appropriat In scope of practice opriate supervision	te and Responsive Care •Initiative										
Standard 7: Evo • Reviews and r • Alters plan acc •		form Nursing Practice  • Consideration for long term impact and goals										

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	at went well	
Preceptors: areas for develops scoring 1 or 2)	ment (must be com	pleted if	Student: area	as for development	



### Day twenty-nine

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal &/or physical direction required. Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required. Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Date:	Preceptor:		Pre	cep	<u>tor</u>			Stu	ıden	<u>t</u>		
	No. of patient's stude	ent has primary care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Thi	nks Critically and Ana	lyses Nursing Practice										
Respect and	d cultural sensitivity	<ul> <li>Documentation</li> </ul>										
	Critical thinking & reasoning											
	Understanding of patient & condition											
Standard 2: Eng Relationships	gages in Therapeutic a	nd Professional										
•	nteractions and bound	aries • Advocacy for										
	collaboration with team	, , , , , , , , , , , , , , , , , , , ,										
•		,										
Standard 3: Mai	intains Capability for F	Practice										
• Self-directed I	earning											
Accountability	y for self and others											
Standard 4: Cor	mprehensively Conduc	ts Assessments										
• Head-to-toe	/systematic patient as	sessment										
• Interpretation	on and analysis of findir	ngs										
Standard 5: Dev	relops a Plan for Nursi	na Practice										
	of plan of care for shift											
• Consideration	n of medical and allied	l health needs discharge										
Standard 6: Pro	vides Safe, Appropriat	e and Responsive Care										
	n scope of practice											
	priate supervision	<ul> <li>Delegation of care</li> </ul>										
<ul><li>Time manag</li></ul>	gement											
Standard 7: Eva	luates Outcomes to In	form Nursing Practice										
• Reviews and re		<ul> <li>Consideration for long</li> </ul>										
<ul> <li>Alters plan acc</li> </ul>	ordingly	term impact and goals										
•												

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	at went well	
Preceptors: areas for develops scoring 1 or 2)	ment (must be com	pleted if	Student: area	as for development	



### Day thirty

Expected behaviours and practices performed continuous verbal soft physical direction required.

Expected behaviours and practices performed below the satisfactory standard. Frequently verbal soft physical direction required.

Expected behaviours and practices performed at a satisfactory/pass standard. Occasional supportive cues required.

Expected behaviours and practices performed at a proficient standard. Infrequent supportive cue required.

Expected behaviours and practices performed at an excellent standard. Supportive cue rarely required.

Date:	Preceptor:			<u>Preceptor</u>				<u>Student</u>				
	No. of patient's stud	ent has primary care of:	1	2	3	4	5	1	2	3	4	5
Standard 1: Thi	nks Critically and And	llyses Nursing Practice										
,	d cultural sensitivity	<ul> <li>Documentation</li> </ul>										
	king & reasoning											
Understanding of patient & condition												
	gages in Therapeutic (	and Professional										
Relationships												
	nteractions and bound collaboration with tean											
• Liaising and 0	onaboration with tean	patient's rieeas										
Standard 3: Ma	intains Capability for	Practice										
Self-directed	•											
	y for self and others											
Standard 4: Co	mprehensively Condu	cts Assessments										
	/systematic patient a											
<ul> <li>Interpretation</li> </ul>	on and analysis of findi	ngs										
•									-			
	velops a Plan for Nurs	~										
<ul> <li>Formulation for</li> </ul>	of plan of care for shif	t • Considerations										
	on of medical and allied	d health needs discharge										
		te and Responsive Care							·			
<u> </u>	n scope of practice	<u>-</u>										
	priate supervision											
Time manage												
•												
Standard 7: Evo	luates Outcomes to Ir	nform Nursing Practice										
• Reviews and re		<ul> <li>Consideration for long</li> </ul>										
• Alters plan acc	cordingly	term impact and goals										
•												

Unsatisfactory 🔲	Limited 🔲	Satisfa	ctory 🔲	Good	Excellent
Preceptor: what went well			Student: who	t went well	
Preceptors: areas for developm scoring 1 or 2)	nent (must be comp	oleted if	Student: area	is for development	

### Participates in quality activities when possible (e.g. assists with clinical audit, journal club) THINKS CRITICALLY AND ANALYSES NURSING PRACTICE

- Complies and practices according to relevant legislation and local policy
- Follows policies and procedures of the facility/organisation e.g. workplace health and safety / infection control policies)
- Maintains patient/client confidentiality
- Arrives fit to work
- Calls appropriate personnel to report intended absence Arrives punctually and leaves at agreed time

Records information according to organisational guidelines

- Wears an identification badge and identifies self
  - Observes uniform/dress code
- Maintains appropriate professional boundaries with patients/clients and carers
- Uses an ethical framework to quide their decision making and practice
- Understands and respects patients'/clients' rights
- Greets others appropriately

members

Listens carefully and is sensitive to patient/client and carer

Introduces self to patient/client and other health care team

Communicates effectively to maintain personal and

RELATIONSHIPS

professional boundaries

**ENGAGES IN THERAPEUTIC AND PROFESSIONAL** 

Provides clear instructions in all activities

Refers patients/clients to a more senior staff member for

patient/clients

Seeks assistance to resolve situations involving

moral/ethical conflict

consent when appropriate

- mpairment, non-English speaking, cognitive impairment, Uses a range of communication strategies to optimise patient/client rapport and understanding (e.g. hearing consideration of non-verbal communication)
- of confidentiality, privacy and patient's/client's sensitivities manner and environment that demonstrates consideration Communication with patient/client is conducted in a
- Collaborates with health care team and others to share knowledge that promotes person-centred care Demonstrates positive and productive working

(including Aboriginal & Torres Strait Islander) preference

Demonstrates respect for individual and cultural

Understands and respects individual and cultural diversity

Practices sensitively in the cultural context

and differences

Involves family/others appropriately to ensure

cultural/spiritual needs are met

- Uses knowledge of other health care team roles to develop relationships with colleagues collegial networks
- Demonstrates a collaborative approach to practice
- Identifies appropriate educational resources (including other health professionals)
- Prioritises safety problems

- Participates as an active member of the healthcare team to achieve optimum health outcomes
  - Collaborates with the health care team and patient/client to achieve optimal outcomes
- Contributes appropriately in team meetings

Maintains the use of clear and accurate documentation

Shares evidence with others

Writes legibly and accurately (e.g. correct spelling,

approved abbreviations)

and local policy

Uses suitable language and avoids jargon

- Maintains effective communication with clinical supervisors and peers
- Works collaboratively and respectfully with support staff
- Demonstrates respect for a person's rights and wishes and advocates on their behalf

Advocates for the patient/client when dealing with other

- Identifies and explains practices which conflict with the health care teams
  - Uses available resources in a reasonable manner rights/wishes of individuals/groups
- Ensures privacy and confidentiality in the provision of care

### MAINTAINS THE CAPABILITY FOR PRACTICE

- Demonstrates commitment to lifelong learning of self and others e.
- Links course learning outcomes to own identified learning needs
  - Seeks support from others in identifying learning needs
- Seeks and engages a diverse range of experiences to develop professional skills and knowledge
  - Supports and encourages the learning of others
- Reflects on practice and responds to feedback for continuing professional development
- Plans professional development based on reflection of own Reflects on activities completed to inform practice
  - Keeps written record of professional development practice
- Incorporates formal and informal feedback from colleagues into practice activities
- Demonstrates skills in health education to enable people to make decisions and take action about their health
  - Assists patients/clients and carers to identify reliable and accurate health information





Sources and critically evaluates relevant literature and

Clarifies understanding and application of evidence with

Applies evidence to clinical practice appropriately

ANSAT Behavioural Cues\_190617

peers or other relevant staff

guidelines and systematic reviews, databases, texts)

Locates relevant current evidence (e.g. clinical practice

research evidence to deliver quality practice

Responds effectively to rapidly changing patient/client

situations

Uses resources effectively and efficiently

- Patient/client care is based on knowledge and clinical
- Refers concerns to relevant health professionals to facilitate health care decisions/delivery
- Provides information using a range of strategies that demonstrate consideration of patient/client needs
  - Prepares environment for patient/client education including necessary equipment
- modifies approach to suit patient/client age group, uses Demonstrates skill in patient/client education (e.g. principles of adult learning)
- Educates the patient/client in self-evaluation
- Recognises and takes appropriate action when capability for own practice is impaired
  - identifies when own/other's health/well-being affect safe practice
- Advises appropriate staff of circumstances that may impair adequate work performance
  - Demonstrates appropriate self-care and other support strategies (e.g. stress management)
- Demonstrates accountability for decisions and actions appropriate to their role
- Provides care that ensures patient/client safety
- Provides rationales for care delivery and/or omissions
- Sources information to perform within role in a safe and ntebilled manner
- Complies with recognised standards of practice

## COMPREHENSIVELY CONDUCTS ASSESSMENTS

- Completes comprehensive and systematic assessments usina appropriate and available sources
- Questions effectively to gain appropriate information Politely controls the assessment to obtain relevant
- Responds appropriately to important patient/client cues information
- Demonstrates sensitive and appropriate physical Completes assessment in acceptable time
- Encourages patients/clients to provide complete techniques during the assessment process

ANSAT Behavioural Cues 190617

information without embarrassment or hesitation https://www.cdu.edu.au/sites/default/files/health/docs/ansat\_behavioural\_cues.pdf

- Accurately analyses and interprets assessment data to
- Prioritises important assessment findings
- health care strategies (e.g. compares findings to normal) Demonstrates application of knowledge to selection of
- accessing other information, medical records, test results Seeks and interprets supplementary information, (e.g. as appropriate)
- Structures systematic, safe and goal oriented health care accommodating any limitations imposed by patient's/client's health status

Seeks clarification when directions/decisions are unclear

scope of practice

Identifies areas of own or other's practice that require

Recognises unexpected outcomes and responds

appropriately

direct/indirect supervision

Accepts and delegates care according to own or other's

within their role and scope of practice

Provides effective supervision and delegates safely

### **DEVELOPS A PLAN FOR NURSING PRACTICE**

Collaboratively constructs a plan informed by the patient/client assessment

Recognise and responds to practice that may be below expected organisational, legal or regulatory standards

- Uses assessment data and best available evidence to construct a plan
- standard (e.g. patient/client record, care planner and Completes relevant documentation to the required assessment, statistical information)

Clarifies care delivery which may appear inappropriate

Identifies and responds to incidents of unsafe or

unprofessional practice

**EVALUATES OUTCOMES TO INFORM NURSING** 

PRACTICE

- procedures (e.g. pain medication, wound care, allied health Considers organisation of planned care in relation to other therapies, other interventions)
- others/health care team to achieve expected outcomes Plans care in partnership with individuals/significant
  - Collaborates with the patient/client to prioritise and formulate short and long term goals
- Formulates goals that are specific, measurable, achievable and relevant, with specified timeframe

Records and communicates patient/client outcomes where

care delivery

appropriate

outcomes in consultation with relevant health care team

Modifies plan according to evaluation of goals and

Updates care plans/documentation to reflect changes in

Uses appropriate resources to evaluate effectiveness of

planned care/treatment

Questions patient/client or caregiver to confirm level of

understanding

care

and others

Monitors patient/client safety and outcomes during health

Begins discharge planning in collaboration with the health

Refers patient/client on to other professional/s

outcomes

care team at the time of the initial episode of care

Monitors progress towards expected goals and health

Advises patient/client about the effects of health care

### PROVIDES SAFE, APPROPRIATE AND RESPONSIVE QUALITY NURSING PRACTICE

- Performs health care interventions at appropriate and safe Delivers safe and effective care within their scope of practice to meet outcomes
- Complies with workplace guidelines on patient/client standard
- Monitors patient/client safety during assessment and care

cdu.edu.au/sites/default/files/health/docs/ansat\_behavioural\_cues.pdf







### **NOTES**

		_
		_
		_
		_



# THANK YOU FOR COMPLETING YOUR PLACEMENT AT MILDURA BASE PUBLIC HOSPITAL

Please show this to your Nurse Educator or Clinical Support Nurse at the middle and end of your clinical placement. You can then keep this booklet for your records.

We hope you enjoyed your placement with us.

Please complete the following feedback survey.

