

REGISTERED NURSE PRECEPTOR LOGBOOK THREE WEEKS

NAME: _____
EDUCATION PROVIDER: _____
WARD: ____
DATES: ____



ANSAT – Australian Nursing Standards Assessment Tool

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

Scale	uides preceptors in completing you Definition	Examples
<u>scale</u>	<u>Deninition</u>	<u>Examples</u>
7	Expected behaviours and	
'		Unsatisfactory
	practices not performed	• Unsafe
		Continuous verbal &/or physical direction required
		Not achieving minimum acceptable level of performance for
		the expected level of practice.
2	Expected behaviours and	Not yet satisfactory
	practices performed below the	Demonstrates behaviours inconsistently
	acceptable/satisfactory standard	Needs guidance to be safe
		Continuous verbal&/or physical direction required
3	Expected behaviours and	Demonstrates behaviours consistently to a satisfactory and safe
This is the	practices performed at a	standard
passing	satisfactory/pass standard	Occasional supportive cues required - as appropriate for year
standard	3 .	level
		The student has met this standard regardless of their
		experience, place in the course or length of the placement.
4	Expected behaviours and	The student is comfortable and performs - above the
	practices performed at a	minimum passing standard
	proficient standard	
		Practice performed at a safe standard
		Infrequent supportive cues required
		The student's performance is consistent, reliable and confident.
5	Expected behaviours and	Demonstrates most behaviours for the item well above
	practices performed at an	minimum passing standard.
	excellent standard	Demonstrates greater independences in practice with safety a
		high priority
		Supportive cues rarely required
		Exhibits a level of excellence/ sophistication with respect to an
		item.

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 <u>FULL CARE</u> 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/registered nurse-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	ı like to get out of this placement
1st half of placement goals	What are you going to do to meet these?
2 nd half of placement goals	What are you going to do to meet these?
Goals sighted and signed by CSN/Educator	DATE:
doubt signified and signed by CSN/Eddcator.	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: Jer		Pre	cep	tor			Stu	den	t			
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Accountability	for self and others												
Standard 4: Con	nprehensively Cond	lucts Assessments			1						./		
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• Interpretatio	n and analysis of fin	dings											
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• Formulation for	of plan of care for sl	nift • Consi	derations										
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• Time manag	iement												
Standard 7: Eval	luates Outcomes to	Inform Nursing Pro	actice										
• Reviews and re		Consideration				V					V		
• Alters plan acco	ordingly	term impact ar	_										
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	op critical thinking - rel s condition and treatm		my patient need to cor										
	you need to overcome		link this to										u
advocate for patie	nts, use your preceptor	history.											
discussion you wa with information,	nt to have with the MD	T team, be prepared											
with information, e	etc.												



Day one

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

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Respect andCritical think	nks Critically and And I cultural sensitivity king & reasoning ing of patient & condit	• Documentation											
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	nteractions and bound ollaboration with tean		9										
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• Formulation for	iderations												
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	No. of patient's stud	are of:	1	2	3	4	5	1	2	3	4	5		
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Day four

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Day five

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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

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Date:	Preceptor:		Pre	cept	<u>or</u>			<u>Stı</u>	ıden	<u>t</u>			
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• Works with	in scope of practice opriate supervision	Initiative											
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Day seven

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	No. of patient's stud	are of:	1	2	3	4	5	1	2	3	4	5		
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• Professional i	nteractions and bound collaboration with team		• Advoca patient's	-										
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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

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Date:	No. of patient's student has primary care of:						<u>or</u>			Stu	ıden	<u>t</u>		
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• Respect	and cultural sensitivity	• Doc	umentation											
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	Engages in Therapeutic	and Pr	ofessional											
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	al interactions and bour Id collaboration with tec		 Advocac patient's i 	-										
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• Self-directe	ed learning													
• Accountab	oility for self and others													
Standard 4: (Comprehensively Cond	ucts Ass	sessments											
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Standard 6:	Provides Safe, Appropri	ate and	l Responsive	e Care										
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	propriate supervision	• Dele	egation of co	ire										
• Time mai	nagement													
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scoring 1 or 2)														



Day nine

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	No. of patient's stud	dent has primary c	are of:	1	2	3	4	5	1	2	3	4	5
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• Works with	in scope of practice opriate supervision	Initiative											
Standard 7: Ev	aluates Outcomes to	Inform Nursing Pr	actice										
Reviews and IAlters plan ac		 Consideration term impact an 											
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Preceptor: wha			Student: w										
Preceptors: are scoring 1 or 2)	as for development (mus	st be completed if	Student: a	reas 1	ror de	evelo	<u>pmei</u>	<u>nt</u>					



Day ten

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	No. of patient's stud	dent has primary c	are of:	1	2	3	4	5	1	2	3	4	5
Respect arCritical this	ninks Critically and An nd cultural sensitivity nking & reasoning nding of patient & cond												
	ngages in Therapeutic												
Relationships													
	interactions and boun collaboration with tea		-										
	aintains Capability fo	Practice											
Self-directed Accountability	l learning ity for self and others												
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	ion of medical and allic rovides Safe, Appropri		discharge ve Care										
• Works with	in scope of practice opriate supervision	Initiative											
Standard 7: Ev	aluates Outcomes to	Inform Nursing Pr	actice										
Reviews and IAlters plan ac		 Consideration term impact an 											
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Preceptor: wha			Student: w										
Preceptors: are scoring 1 or 2)	as for development (mus	st be completed if	Student: a	reas 1	ror de	evelo	<u>pmei</u>	<u>nt</u>					



Day eleven

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Standard 1: T	hinks Critically and Ar	alyses l	Nursing Pro	ıctice												
 Respect a 	and cultural sensitivity	• Doc	umentation)												
 Critical th 	inking & reasoning															
 Understar 	Understanding of patient & condition															
Standard 2: E Relationships	ingages in Therapeutic	and Pr	ofessional													
_	s al interactions and bour	darios	• 1 0 1000	ov for												
	d collaboration with tec		 Advoca patient's 	-												
• Elaising and	a conaboration with tee	1111	patients	riccus												
Standard 3: M	laintains Capability fo	r Practio	ce													
• Self-directe	d learning															
Accountable	ility for self and others															
Standard 4: 0	Comprehensively Cond	ucts Ass	sessments													
	oe/systematic patient															
	ition and analysis of find															
•																
Standard 5: D	Develops a Plan for Nui	sing Pro	actice													
• Formulation for	on of plan of care for sh	ift	• Consid	derations												
 Considera 	ition of medical and alli	ed healt	h needs	discharge	2											
Standard 6: P	Provides Safe, Appropri	ate and	Responsiv	e Care												
	hin scope of practice	• Initio														
	propriate supervision	• Dele	gation of co	are												
• Time man	nagement															
Standard 7: E	valuates Outcomes to	Inform	Nursina Pro	actice												
• Reviews and			nsideration													
• Alters plan a	ccordingly		n impact ar													
•																
Unsatisfact	tory 🔲 Limite	d 🔲	Satisfa			Good]		Exc	elle	nt 🗀]			
Preceptor: who	at went well			Student: v	vhat v	vent	well									
Preceptors: are	eas for development (mu	st be con	npleted if	Student: a	reas :	for de	evelo	pmei	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>Preceptor</u> <u>Student</u>											
	No. of patient's stu	dent ha	s primary ca	are of:	1	2	3	4	5	1	2	3	4	5		
Standard 1: T	hinks Critically and Ar	alyses l	Nursing Pro	ıctice												
 Respect a 	and cultural sensitivity	• Doc	umentation)												
 Critical th 	inking & reasoning															
 Understar 	Understanding of patient & condition															
Standard 2: E Relationships	ingages in Therapeutic	and Pr	ofessional													
_	s al interactions and bour	darios	• 1 0 1000	ov for												
	d collaboration with tec		 Advoca patient's 	-												
• Elaising and	a conaboration with tee	1111	patients	riccus												
Standard 3: M	laintains Capability fo	r Practio	ce													
• Self-directe	d learning															
Accountable	ility for self and others															
Standard 4: 0	Comprehensively Cond	ucts Ass	sessments													
	oe/systematic patient															
	ition and analysis of find															
•																
Standard 5: D	Develops a Plan for Nui	sing Pro	actice													
• Formulation for	on of plan of care for sh	ift	• Consid	derations												
 Considera 	ition of medical and alli	ed healt	h needs	discharge	2											
Standard 6: P	Provides Safe, Appropri	ate and	Responsiv	e Care												
	hin scope of practice	• Initio														
	propriate supervision	• Dele	gation of co	are												
• Time man	nagement															
Standard 7: E	valuates Outcomes to	Inform	Nursina Pro	actice												
• Reviews and			nsideration													
• Alters plan a	ccordingly		n impact ar													
•																
Unsatisfact	tory 🔲 Limite	d 🔲	Satisfa			Good]		Exc	elle	nt 🗀]			
Preceptor: who	at went well			Student: v	vhat v	vent	well									
Preceptors: are	eas for development (mu	st be con	npleted if	Student: a	reas :	for de	evelo	pmei	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 process of the process of

<u>nt</u>	<u>Preceptor</u> <u>Student</u>									<u>e:</u>	<u>Dat</u>					
3 4	2	1	5	4	3	2		are of:	has primary c	ent ha	stud	oatient's s	No. of pa			
									_	_		sensitivity	l cultural :	ndard 1: Thinl Respect and o Critical thinki	•	
									Understanding of patient & condition							
									Professional	and Pı	utic (Therapeu	ages in T	ndard 2: Enga ationships		
							ı	-	s • Advoca patient's					rofessional int iaising and co	• P	
									ctice	Practi			earning	ndard 3: Main elf-directed led ccountability	• Se	
										assessn	ient a	atic patiei	/systema	ndard 4: Com Head-to-toe / Interpretation	•	
									Practice	ing Pr	Nurs	Plan for N	elops a P	ndard 5: Deve	Sta	
							ı	iderations	• Consi	ft	or shif	of care for	of plan o	Formulation c for		
								discharge	alth needs	d heal	d allie	dical and c	n of medi	Consideration	•	
									nd Responsiv itiative elegation of c	• Initi	ce	f practice	scope of	ndard 6: Prov i Works within : Seeks appropi	•	
												'		Time manage		
								actice	n Nursing Pr	nform	s to Ir	utcomes t	luates Ou	ndard 7: <i>Evalu</i>	Star	
							ı	for long	Consideration erm impact a	• Co			assess	views and rea ers plan acco	• Re	
ent 🔲	celle	Exc			7	od	Go	ctory 🔲	Satisfa	, 	nited	Limi	у 🔲	satisfactory	Un	
					vell	nt v	we	Student: w					went well	ceptor: what w	Pred	
			<u>nt</u>	pmei	velo	de	s for	Student: ar	completed if	t be cor	(must	lopment (n	for develo	ceptors: areas f ring 1 or 2 <u>)</u>		
7	ccell	Exc	nt]	<u>well</u>	nt v	we	actice for long nd goals actory Student: wi	m Nursing Pr Consideration erm impact a Satisfa	• Co terr	s to Ir	utcomes t	luates Ou assess ordingly Ty went well	Time manage ndard 7: Evaluation views and reactors cers plan accord ceptor: what we ceptors: areas f	Star • Re • Alt • Un Pred	



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:				<u>Preceptor</u> <u>Stud</u>					<u>Student</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 N	Nursing Pr	actice										
·	cultural sensitivity	• Doci	umentatio	n										
	king & reasoning													
	ing of patient & cond			1										
Standard 2: Eng	<u>Standard 2:</u> Engages in Therapeutic and Professional Relationships													
 Professional in 	nteractions and boun	daries	• Advoca	acy for										
• Liaising and c	needs													
Standard 3: Mai	ntains Capability for	Practic	<u> </u>											
Self-directed le	-													
	for self and others													
Standard 4: Con	nprehensively Condu	ucts Ass	essments											
	/systematic patient (
 Interpretatio 	n and analysis of find	lings												
Standard 5: Dov	relops a Plan for Nur	sina Dra	retice											
• Formulation for	iderations													
 Consideratio 	n of medical and allie	ed healt	h needs	discharge										
Standard 6: Pro	vides Safe, Appropri	ate and	Responsi	ve Care										
	scope of practice													
Seeks appropTime manag	oriate supervision Jement	• Dele	gation of a	care										
Standard F. Stand	t Ot	I 6 I	· · · · · · · · · · · · · · · · · · ·											
• Reviews and re	luates Outcomes to l		Nursing Pi nsideratioi											
• Alters plan acco			n impact c	_										
•														
Unsatisfactor		d 🔲	Satisfo			iood				Exc	ellei	nt 🗌		
Preceptor: what v	went well s for development (mus	et be com	npleted if	Student: wi				omen	ı <u>t</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:					cept	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: 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											
 Professional 	interactions and boun collaboration with tea		• Advocacy for patient's needs											
	iintains 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											
Interpretation	on and analysis of find	lings												
Standard 5: De	velops a Plan for Nurs	sing Pra	ctice							į.				
 Formulation for 	n of plan of care for shi	ift	 Considerations 											
	on of medical and allie													
	ovides Safe, Appropri													
	in scope of practice													
Seeks approTime mana	· ·	Dereg	gation or care											
•														
·	aluates Outcomes to l		•											
• Reviews and re			nsideration for long											
Alters plan acc	Jordingly	term	n impact and goals											

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

- Accurately analyses and interprets assessment data to Patient/client care is based on knowledge and clinical
 - Prioritises important assessment findings Refers concerns to relevant health professionals to
- health care strategies (e.g. compares findings to normal) Demonstrates application of knowledge to selection of

Provides information using a range of strategies that

facilitate health care decisions/delivery

demonstrate consideration of patient/client needs Prepares environment for patient/client education

- 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

modifies approach to suit patient/client age group, uses

Educates the patient/client in self-evaluation

principles of adult learning)

Demonstrates skill in patient/client education (e.g.

including necessary equipment

DEVELOPS A PLAN FOR NURSING PRACTICE

- Collaboratively constructs a plan informed by the patient/client assessment
- 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)
- procedures (e.g. pain medication, wound care, allied health Considers organisation of planned care in relation to other therapies, other interventions)

Demonstrates accountability for decisions and actions

- 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

Sources information to perform within role in a safe and

Provides rationales for care delivery and/or omissions

Provides care that ensures patient/client safety

appropriate to their role

- Formulates goals that are specific, measurable, achievable and relevant, with specified timeframe
 - Advises patient/client about the effects of health care

Completes comprehensive and systematic assessments

COMPREHENSIVELY CONDUCTS ASSESSMENTS

Complies with recognised standards of practice

ntebilled manner

Questions effectively to gain appropriate information

usina appropriate and available sources

Politely controls the assessment to obtain relevant

PROVIDES SAFE, APPROPRIATE AND RESPONSIVE QUALITY NURSING PRACTICE

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

information without embarrassment or hesitation https://www.cdu.edu.au/sites/default/files/health/docs/ansat_behavioural_cues.pdf

cdu.edu.au/sites/default/files/health/docs/ansat_behavioural_cues.pdf

- Uses resources effectively and efficiently
- Responds effectively to rapidly changing patient/client situations
- Provides effective supervision and delegates safely within their role and scope of practice
- Accepts and delegates care according to own or other's scope of practice
- Seeks clarification when directions/decisions are unclear
 - Identifies areas of own or other's practice that require direct/indirect supervision
 - Recognises unexpected outcomes and responds appropriately
- Recognise and responds to practice that may be below expected organisational, legal or regulatory standards
- Identifies and responds to incidents of unsafe or unprofessional practice
- Clarifies care delivery which may appear inappropriate

EVALUATES OUTCOMES TO INFORM NURSING PRACTICE

- Monitors progress towards expected goals and health Refers patient/client on to other professional/s outcomes
- Begins discharge planning in collaboration with the health care team at the time of the initial episode of care
- Records and communicates patient/client outcomes where Monitors patient/client safety and outcomes during health care delivery
 - outcomes in consultation with relevant health care team Modifies plan according to evaluation of goals and appropriate
- Questions patient/client or caregiver to confirm level of understanding and others
- Updates care plans/documentation to reflect changes in care
- Uses appropriate resources to evaluate effectiveness of planned care/treatment





for own practice is impaired

Recognises and takes appropriate action when capability

Advises appropriate staff of circumstances that may impair

practice

Demonstrates appropriate self-care and other support

adequate work performance

strategies (e.g. stress management)

identifies when own/other's health/well-being affect safe

information

Responds appropriately to important patient/client cues

Demonstrates sensitive and appropriate physical

Completes assessment in acceptable time

Encourages patients/clients to provide complete

techniques during the assessment process



NOTES

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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.

