Clinical Practice Framework

A framework for clinical learning for practice has been adopted for UniSC nursing students. It has been developed based on the work of Felton & Royal (2015), informed by the NMBA Registered Nurse Standards for Practice (2016) and the National Safety and Quality Health Service Standards (Australian Commission on Safety and Quality in Health Care, 2017). The framework provides a conceptual approach to the organisation of clinical practice learning, which moves away from specific tasks, to consider elements of clinical practice in an integrated way. The major themes of the framework include:

Professional values
- Patient centred/ethical
- Critical thinking/problem solving
- Professional communication

Effectiveness
- Cost drivers of health care
- Cost effective care
- Political and organisational awareness

Communication and Partnership
- Patient centred care
- Clinical handover and inter-professional communication
- Client education
- Health promotion

Assessment
- Initial and ongoing assessment
- Recognition of the deteriorating patient
- Diagnostics
- Patient centred care including diversity and disability

Care Planning and Management
- Planning and management
- Digital Literacy
- ADL's
- Care coordination/coordination of complex care

Safeguarding and quality
- Patient identification and procedure matching
- Manual handling
- Infection prevention and control
- Safe medication practice
- Wound care
- Intravascular access
- Clinical documentation and handover

Leadership
- Leadership teams/supervision/delegation
- Quality improvement
- Evidenced based practice

Check In/Check Out (CICO) process

Checking in and checking out (briefing and debriefing) are integral components of the learning process and support students to think through clinical challenges and identify future learning needs (Henderson et al., 2018). Checking in requires students to prepare for their clinical practice experience and checking out assists students to reflect on their experience, gain feedback and rate their confidence at the end of the clinical encounter. The Check In/Check Out process has been designed to promote student engagement and accountability for learning.

Full-time enrolment pattern for Bachelor of Nursing Science students — Semester One commencement

Year	Study Period 1		Study Period 2	
1	HLT 103 Professional Health Communication		HLT100 Anatomy and Physiology	NUR117 Nursing Practice 1 (or NUR141 Graduate Entry Only)
	LFS103 Introductory Bioscience		NUR116 Preparation for Practice 1 NUR141 Introduction to Nursing Practice – Graduate Entry Only	
	NUR111 Practice Foundations		NUR104 Contexts of Practice: The Older Person and Family	
	NUR121 Healthcare and the Professions		NUR100 Contexts of Practice: Child, Youth and Family	
Year				
2	NUR231 Drug Therapy	NUR227 Nursing Practice 2	NUR222 Health, Law & Ethics	NUR287 Nursing Practice 3
	NUR241 Contexts of Practice: Health Alterations	NUR272 End of Life Care (Session 4)	NUR241 Contexts of Practice: Complex Care	
	NUR226 Preparation for Practice 2		NUR286 Preparation for Practice 3	
Year				
3	NUR302 Leadership in Clinical Practice	Electives - Choose 1 of: HLT206 Neonatal and Infant Health HLT303 Perinatal and Infant Mental Health NUR312 Life Crisis _____ NUR304 Nursing Practice 4 NUR300 Nursing Internship (mid-year & grad-entry only)	NUR300 Nursing Internship	
	HLT301 Contexts of Practice: Mental Health Care		NUR332 Aboriginal and Torres Strait Islander Health and Cultural Safety (ONLINE)	
	NUR303 Preparation and Nursing Practice 4			

Learning activities

Note: the requirements for a course are fully outlined in each course outline. Please refer to the course outline for specific details.

YEAR ONE INTRODUCTORY	
Study Period 1 (NUR111)	**Study Period 2 (NUR116/NUR141)**
Therapeutic communication Care planning Check in / check out (CICO) Communicating with people with physical and intellectual deficits	Introduction to patient assessment and care planning (including psychosocial, physical, behavioural, mental health) Check in / check out (CICO) Writing progress notes (systems approach), clinical documentation Clinical handover (ISBAR)/referral in aged care NMBA standards/ Aged care quality standards
Introduction to critical reflection and critical thinking The nursing process	Assessment of the integumentary system Wound dressing/ANTT/wound field/bandaging Pressure injury prevention and assessment
Introduction to nursing regulation and legislative frameworks: Issues of accountability and responsibility, NMBA Standards for Practice, professional and ethical practices / ICN code of ethics / NSQHS	Musculoskeletal assessment Preventing falls/Mobility assessment Neurovascular Assessment Pain Assessment
Vital signs assessment and clinical documentation Introduction to patient identification	Principles of infection prevention and Control Hand hygiene PPE in practice
Principles of hygiene and skin integrity Supporting ADLs	Respiratory assessment Oxygen therapy
Principles of infection prevention and control Hand hygiene PPE in practice	Cardiovascular assessment/ECG lead placement Vital signs/normal parameters BGL
Nutrition and elimination in practice	Neurological assessment and GCS Cognitive and behavioural assessment Neurological Function
Medical terminology	Assessment of fluid balance, hydration and elimination Fluid balance charts Urinalysis/MSU Stoma care IDC – students are exposed to IDC equipment. These skills are further developed in 2nd Year.
	Assessing nutrition and gastro-intestinal assessment PEG/NG insertion/feeding – students are exposed to NG/PEG equipment. These skills are further developed in 2nd years.
	Medication conversion (MedSafe Introduction) Introductory medication practice
Note: Medications are not to be prepared or administered by students during 1st year clinical placements.	

YEAR TWO DEVELOPING	
Study Period 1 (NUR 226)	**Study Period 2 (NUR286)**
Communication and Documentation Therapeutic communication Handover ISBAR Health education Vital signs and ADDS Clinical documentation and progress notes	**Communication and Documentation** Communication and health education for patient and families with complex health needs Handover ISBAR Interdisciplinary communication and teamwork Communication between health care settings Clinical documentation
Assessment and Care Planning Assessment and care planning and communication for patients with changing health status Pain assessment and management Patient centred care including diversity and disability	**Assessment and Care Planning** Comprehensive assessment and prioritisation of care using complex scenarios Introduction to primary and secondary assessment Assessment, monitoring and care of cardiac, respiratory and neurological conditions Respiratory support Neurological assessment Care of the paediatric patient and family
Safe Medication Administration and Parenteral Therapies: • Medication calculations • Schedule 4 & 8 medication • Subcut/ IM injections/ IV medication – burette, pump, bolus • Reconstitution of medications • Establishment and maintenance of IV therapy • Administration of blood and blood products • Pain management/PCA management	**Safe Medication Administration and Parenteral Therapies:** • Paediatric medications/calculations • Parenteral therapy • Medication education • Digital literacy
Sterile Dressings and Procedures Wound care Insertion and removal of IDC ANTT	**Sterile Dressings and Procedures** ANTT / PPE Transmission based precautions Naso-gastric tube insertion
Emergency Procedures Recognition and management of a deteriorating patient Airway management, BVM, suctioning, O2 therapy	**Emergency Procedures** Recognition and management of a deteriorating patient
Perioperative Procedures Preoperative preparation and postoperative management Health education and discharge planning for patient and family Insertion and maintenance of naso-gastric tube	

YEAR THREE TRANSITIONING
Study Period 1 (NUR303)

Communication and Documentation Handover I S B A R Clinical documentation Incident reporting Safe medication practice Effective teamwork and communication including leadership, delegation and supervision.
Assessment and Care Planning Time management Planning, prioritising, delivering and evaluating comprehensive nursing care Assessment of patients using the primary and secondary survey Management of patients requiring enteral support Pre- and post-operative care Managing sepsis Interpretation of basic pathology
Safe Medication Practice and Parenteral Therapies: Medication calculations Managing the patient with epidurals/PCEA Administration and management of blood transfusions Medication education
Emergency Procedures Recognition and responding to deteriorating patients

References:

Australian Commission on Safety and Quality in Health Care 2017, National safety and quality health service standards, 2nd ed, viewed 14 January 2019, https://www.safetyandquality.gov.au/wp-content/uploads/2017/12/National-Safety-and-Quality-Health-Service-Standards-second-edition.pdf.

Felton, A & Royal, J 2015, 'Skills for nursing practice: development of clinical skills in pre-registration nurse education', *Nurse Education in Practice*, vol. 15, no. 1, pp. 38-43. doi: 10.1016/j.nepr.2014.11.009.

Henderson, A, Harrison, P, Rowe, J, Edwards, S, Barnes, M, Henderson, S & Henderson, A. 2018, 'Students take the lead for learning in practice: a process for building self-efficacy into undergraduate nursing education', *Nurse Education in Practice*, vol. 31, pp. 14 – 19.

Nursing and Midwifery Board of Australia 2016, Registered nurse standards for practice, viewed 14 January 2019, https://www.nursingmidwiferyboard.gov.au/Codes- Guidelines-Statements/Professional-standards/registered-nurse-standards-for-practice.aspx

Aged Care Quality and Safety Commission 2021, Aged Care Quality Standards, viewed 7th March 2022, myagedcare.gov.au/aged-care-quality-standards , #quality-standards