

Nursing, Midwifery and Nutrition



Master of Nursing (Nurse Practitioner)
COURSE HANDBOOK 2017

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Section 1. JCU Nursing Midwifery & Nutrition

1.1 WELCOME

Welcome to the Master of Nursing (Nurse Practitioner) course. This handbook is designed to be read in conjunction with the Postgraduate Mariner handbook and individual subject study guides. This manual will assist you with your clinical role and responsibilities as a student and that of your clinical supervisor(s) in the course.

JCU Nursing, Midwifery and Nutrition has a long and extensive experience working with clinicians as students and looks forward to having an open and constructive relationship with you while you undertake the course. We take this opportunity to encourage you to contact us to provide feedback about the course, your experiences of working towards becoming a Nurse Practitioner and being clinically supervised by endorsed Nurse Practitioners and Medical Practitioners. Your suggestions about the course are welcome. We look forward to a productive relationship with you in the development of the role of Nurse Practitioner.

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Nurse Practitioner Course Coordinators

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1.2 NURSING, MIDWIFERY & NUTRITION

James Cook University offers excellence in teaching and research in a unique tropical setting. For over 40 years JCU has been growing and developing and today is one of Queensland's premier universities and Australia's leading tropical university. JCU has campuses in Townsville, Cairns, Brisbane and Singapore and specialist research, teaching and learning sites in Thursday Island, Mount Isa and Mackay.

The Department of Nursing Sciences was founded in October 1989, accepting its first students in 1990. The discipline of Nursing, Midwifery and Nutrition is the largest within the College of Healthcare Sciences, Division of Tropical Health and Medicine. The undergraduate Bachelor of Nursing Science is offered in on-campus mode in Townsville, Cairns and Mackay, mixed mode in Mount Isa and Thursday Island, and in distance learning mode. In 2010 JCU introduced the Bachelor of Nursing Science/Bachelor of Midwifery and commenced with its first cohort in the dual degree in February 2010. With over 1500 students in both undergraduate and postgraduate courses, the College is renowned for its friendliness and sense of community. Students never feel like just another number – with extensive support services, our students receive the personal attention they need to achieve their best.

The discipline of Nursing, Midwifery and Nutrition has been a Nurse Practitioner course provider since 2007 with the establishment of the Master of Nursing (Nurse Practitioner).

The central purpose of the University is to achieve and maintain excellence in the education of its students and to achieve and maintain excellence in research, research training and application of knowledge.



Townsville



Cairns



Mount Isa



Thursday Island



Mackay

CONTACTS

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Section 2. Master of Nursing (Nurse Practitioner)

2.1 INTRODUCTION

According to the Nursing and Midwifery Board of Australia (NMBA), a Nurse Practitioner (NP) is a registered nurse educated to function autonomously and collaboratively in an advanced and expanded clinical role. The Nurse Practitioner role includes assessment and management of clients using nursing knowledge and skills and may include but is not limited to:

- the direct referral of clients to other health care professionals
- prescribing medications, and
- ordering diagnostic investigations.

This course has been developed through extensive consultation with several key stakeholders. These include JCU Medicine, JCU Pharmacy, Queensland Workforce Training Unit, Townsville District Health Service, Cairns District Health Service, and Royal Flying Doctors Service. In addition, this consultation has been conducted with the Nursing and Midwifery Board of Australia and endorsed for accreditation by the James Cook University Academic Board and the Australian Nursing and Midwifery Accreditation Council, as per the [Nurse Practitioner Accreditation Standards 2015](#) (ANMAC, 2015).

2.2 COURSE PHILOSOPHY

AIM

To provide a course of study based on the [NMBA Nurse Practitioner Standards for Practice](#) which would lead to Registered Nurses being educated and authorised to function autonomously and collaboratively in an advanced and extended clinical role in a range of contexts and settings common for our geographical region.

PHILOSOPHY UNDERPINNING THE CURRICULUM

The philosophy underpinning the curriculum of this course is based on a 'capability approach' to learning and teaching. This approach aims to engender professionals with the capacity to deal effectively with the turbulent environment in which they work. It is a holistic view of capacity broader than the demonstration of competence of particular skill sets, but also looks on self-efficacy as an essential character. That is they know how to learn, can work with others, they are creative and can take appropriate action in unfamiliar circumstances because they are confident in operating in their scope of practice and can apply the lessons of past experiences.

COURSE LEARNING OUTCOMES – AQF LEVEL 9

Upon successful completion of the Master of Nursing (Nurse Practitioner), graduates will be able to:

1. Demonstrate advanced and integrated understanding of the range of extended practice competencies, behaviours, ethical frameworks and professional responsibilities of Nurse Practitioners in a way that integrates them into a nursing model of practice as is appropriate in a rural, remote, indigenous and tropical context
2. Synthesise and interpret complex and varied individual and population health presentations and data, and apply a contemporary and advanced body of nursing knowledge and technical skill to design, implement and evaluate management plans that are responsive to patient determined outcomes in stable, unpredictable and complex situations
3. Develop strategies to promote and optimize the health, welfare and autonomy of individuals and populations
4. Evaluate and apply established and evolving evidence and concepts in their individual practice context
5. Deliver and facilitate safe and effective collaborative patient-centred health outcomes within a clearly defined and accepted scope of practice
6. Demonstrate a high level of personal autonomy and accountability for their own future professional development and contribute to the professional development of others
7. Interpret and justify to specialist and non-specialist audiences' theoretical propositions and methodologies, conclusions and professional decisions through high level literacy, numeracy and oral communication skills
8. Design, plan and ethically execute a research-based project and/or piece of scholarship.

2.3 ADMISSION REQUIREMENTS

COURSE PRE-REQUISITES

Entry requirements for this course are consistent with the [Pathways to Qualifications in the Australian Qualifications Framework \(AQF\) Guidelines for Master degrees](#).

1. Must be registered as a nurse with AHPRA with no conditions relating to unsatisfactory professional performance or unprofessional conduct; and
2. have completed a bachelor degree in nursing, at this or another University; or hold equivalent qualifications; or submit, as an exceptional case, other evidence of appropriate professional attainments including professional experience in nursing; and
3. hold a postgraduate nursing qualification in a clinical field or a qualification in a clinical field that would be recognised by the profession that would be considered desirable when working in the relevant clinical area; and
4. have completed a minimum of five years full-time equivalent (FTE) of clinical experience as a registered nurse of which at least three years FTE is in a relevant specialty area including one year FTE in an advanced practice level* in the relevant specialty area of practice; and
5. be concurrently employed at least 0.5 FTE in an advanced practice/nurse practitioner student role for the duration of the course; and
6. have access to clinical supervision in their specialty area.

* The definition of advanced practice or advanced practice nursing when used in this document is given to mean the definition as provided in the NMBA document [Registration standard: Endorsement as a nurse practitioner](#).

ADDITIONAL SELECTION REQUIREMENTS

Students must submit the following additional registration forms with application:

7. Nurse Practitioner Student Registration form
8. Nurse Practitioner Clinical Supervisor Registration form
9. Nurse Practitioner Clinical Placement Schedule.

For more information, refer to the [course information website](#).

MINIMUM ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS:

Applicants of non-English speaking backgrounds must meet the English language proficiency requirements of **Band 3a – Schedule II** of the JCU Admissions Policy.

Section 3. Course Structure and Curriculum

3.1 MASTER OF NURSING (NURSE PRACTITIONER) AWARD REQUIREMENTS

ACADEMIC REQUIREMENTS FOR COURSE COMPLETION

Credit points: 36 credit points

Additional course rules: Nil

Additional completion requirements: Candidates may be required to undertake a portion of the course via a block and/or limited attendance mode delivery. Candidates not resident in the Townsville region may be required to arrange accommodation at their own expense.

Learning outcomes: Characteristics of learning outcomes for this course are consistent with those outlined in the Master degree Guideline in the Australian Qualifications Framework (AQF).

CANDIDATURE

Expected time to complete: Minimum 24 months part-time (not available full-time)

Maximum time to complete: 5 years

Maximum leave of absence: 1 year

ADVANCED STANDING

Eligibility: Advanced Standing may be granted for previous formal tertiary postgraduate studies [AQF Level 8 or 9] completed within the past 5 years; and/or recognised prior learning [RPL] up to a maximum of 50% of the course unit value (max. 12

credit points for formal studies; max. 6 credit points RPL). RPL may contribute to advanced standing by an applicant demonstrating equivalent learning / knowledge by the following methods: certificates of competency or attendance from industry recognised courses; a fully documented and certified portfolio of work completed whilst practising in industry; a comprehensive curriculum vitae accompanied by a statutory declaration, from the applicant, that the information contained in the CV is a true and accurate record of the applicant's experience. An Application for Advanced Standing form together with certified copies of supporting documentation are required. Partial advanced standing in a subject will not be considered. *Restrictions:* Studies undertaken to fulfil the entry requirements to JCU awards may not be used for advanced standing. *Currency:* Advanced standing will be granted only for studies completed in the 5 years prior to the commencement of this course.

Expiry: Advanced standing gained for any subject shall be cancelled 11 years after the date of the examination upon which the advanced standing is based if, by then, the candidate has not completed the course of study prescribed for the degree.

3.2 COURSE STRUCTURE

Subject Code	Subject Title	Offered	Study Period	Pre-Requisite
NS5901:03	Extended Health Assessment & Diagnostic Reasoning for Nurse Practitioners 1	Yearly	1	N/A
NS5905:03	Professional Issues for Nurse Practitioners	Yearly	1	N/A
NS5790:03	Leadership and Dispute Resolution Skills for Nurses and Midwives	Yearly	1	N/A
NS5902:03*	Extended Health Assessment & Diagnostic Reasoning for Nurse Practitioners 2	Yearly	2	NS5901
NS5921:03	Pharmacotherapeutics for Nurse Practitioners 1	Yearly	2	N/A
NS5201:03	Research Design: Theory and Application	Yearly	1 & 2	N/A
NS5922:03	Pharmacotherapeutics for Nurse Practitioners 2	Yearly	1	NS5921
NS5903:03	Nurse Practitioner Clinical Practice 1	Yearly	1 & 2	NS5922
NS5906:03	Nurse Practitioner Clinical Practice 2	Yearly	1 & 2	NS5903
NS5366:03	Practice Development Project	Yearly	1 & 2	NS5201
Elective 1	3-credit-point NS5, HS5 or TM5 subject	Yearly	1 or 2	
Elective 2	3-credit-point NS5, HS5 or TM5 subject	Yearly	1 or 2	

* A compulsory 5-day residential school will be held at Townsville Campus (dates TBA) for subject NS5902.

3.3 COURSE PLANNER

PART-TIME (24MTH) COURSE SCHEDULE

Study Period 1	Study Period 2	Study Period 1	Study Period 2
NS5901:03	NS5902:03	NS5922:03	NS5906:03
NS5905:03	NS5921:03	NS5903:03	NS5366:03
NS5790:03	NS5201:03	Elective 1	Elective 2

3.3 RESIDENTIAL SCHOOL

Subject NS5902 includes attendance at a compulsory 5-day residential school at the JCU Townsville Campus (dates TBA).

3.4 SUBJECT DESCRIPTIONS

Please note, subject descriptions and assessment may change. The most current subject version is available via Studyfinder at <https://secure.jcu.edu.au/app/studyfinder/index.cfm>

NS5901:03 EXTENDED HEALTH ASSESSMENT AND DIAGNOSTIC REASONING 1

This subject aims to provide students with the requisite knowledge and skills to complete system-specific and comprehensive health histories and physical examinations with an emphasis on clinical decision-making and diagnostic reasoning skills necessary to provide competent and safe patient/client care. As such, it expands the nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive assessment of patients/clients across the lifespan required for an advanced and extended scope of practice. Techniques and processes of performing a physical, mental, developmental and nutritional assessment, obtaining a health history, performing and interpreting selected laboratory diagnostic procedures, ordering and interpreting radiology and recording findings are core components of the subject. The student will work closely with their clinical supervisor with this subject in the workplace in presenting cases and being assessed with their practice.

Assessment: end of semester exam (60%); tutorial attendance and participation (sat/unsat); mini clinical examinations: one for each body system (sat/unsat); assignments (40%); clinical supervisor verification (CV required) (sat/unsat).

NS5902:03 EXTENDED HEALTH ASSESSMENT & DIAGNOSTIC REASONING 2

This subject continues from NS5901 to provide students with the requisite knowledge and skills to complete system-specific and comprehensive health histories and physical examinations with an emphasis on clinical decision-making and diagnostic reasoning skills necessary to provide competent and safe patient/client care. As such, it expands the nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive assessment of patients/clients across the lifespan required for an advanced and extended scope of practice. Techniques and processes of performing a physical, mental, developmental and nutritional assessment, obtaining a health history, performing and interpreting selected laboratory diagnostic procedures, ordering and interpreting radiology are core components of the subject. As part of this process, students will refine their documentation and medical record-keeping skills. The knowledge and skills gained in this subject will complement that gained in NS5901, to provide students with a comprehensive framework within which to make clinical decisions. As such, it provides the platform for the application of these processes to specific client groups and a number of extended nursing roles.

Assessment: end of semester exam (40%); tutorial attendance and participation (sat/unsat); OSCE during residential (40%); assignments (20%); mini clinical examinations: one for each body system (sat/unsat); attendance at 5-day residential school held at JCU Townsville Campus (dates TBC).

NS5905:03 PROFESSIONAL ISSUES FOR NURSE PRACTITIONERS

This subject provides theoretical knowledge associated with the advanced and extended scope of practice provided by Nurse Practitioners. It will examine issues that impact on the professional attributes required for effective practice. Students will explore the features of advanced practice within a nursing paradigm, examine legal and ethical issues pertaining to nurses working in private and interdependent practice, and investigate health policies and politics relevant to advanced practice. Students will also have the opportunity to refine reflective practice skills to incorporate into their own specialty field of practice.

Assessment: assignments (60%); NP role development (40%).

NS5921:03 PHARMACOTHERAPEUTICS FOR NURSE PRACTITIONERS 1

This subject will build on pre-existing knowledge of pharmacology from the Nursing students' existing practice in order for them to acquire knowledge and skill associated with the safe prescribing of medications as a Nurse Practitioner. It will link the mechanisms of pharmacodynamics and pharmacokinetics to the practical and clinical effects of medications prescribed by Nurse Practitioners. It will outline the requirements for prescribing various medications within the scope of practice for Nurse Practitioners.

Assessment: end of semester exam (50%); assignments (40%); practice prescribing worksheets (10%); online discussions (pass/fail).

NS5922:03 PHARMACOTHERAPEUTICS FOR NURSE PRACTITIONERS 2

Building on from NS5921, this subject will continue to explore major drug classifications which Nurse Practitioners are likely to utilise within their own specialty or patient population group in treating specific pathophysiological conditions associated with the Australian National Health Priorities. Using a systems approach, it will investigate commonly prescribed medications used across a range of practice specialties. This subject will develop clinical expertise in the use of pharmacotherapeutic interventions and enable students to develop problem solving and critical thinking skills regarding medication management.

Assessment: end of semester exam (50%); assignments (40%); online discussions (10%).

NS5201:03 RESEARCH DESIGN: THEORY AND APPLICATION

This subject will assist the student in developing a base of knowledge fundamental to nursing and midwifery practice through the development and application of research. The subject builds on knowledge commonly taught in undergraduate research programs. Common research designs used in the disciplines of nursing and midwifery will be examined, with a focus on both methodology and methods. Students will acquire the knowledge and skills to write a research question, develop aims and a hypothesis, and describe the process of constructing a systematic search strategy and an integrative review of the literature. The principles of ethical research will be discussed and the methods of data collection/generation and analysis will be identified and applied. Finally, avenues for the dissemination of research results will be explored.

Assessment: assignments (60%); learning circle (20%); online quiz (20%).

NS5366:03 PRACTICE DEVELOPMENT PROJECT

This subject will build on knowledge and skills acquired in NS5201. Practice development is a process that can include both discovering new evidence for practice as well as translating existing evidence into practice. Students will explore contemporary theories of knowledge translation and practice development. There is a strong focus on the application of student's previously acquired knowledge and skills in research through the implementation of a service-learning project that will either investigate an aspect of clinical practice, or the development of a practice development plan based on existing evidence for practice.

Assessment: assignments (40%); service learning project report or practice development plan (60%).

NS5790:03 LEADERSHIP AND DISPUTE RESOLUTION SKILLS FOR NURSES AND MIDWIVES

This subject provides the student with the knowledge, skills and ability to take effective action when confronting the challenges involved in leading nursing in a health care environment characterised by increasing change and complexity. The student will have an opportunity to study the foundational aspects of leadership, to explore issues of nursing leadership within the clinical practice environment, and to take appropriate action to ensure best outcomes within their particular health care setting. Critical to effective leadership is the ability to effectively manage conflict, in all its forms. The subject therefore includes contemporary knowledge about alternative dispute resolution, for example negotiation skills which can be used to resolve disputes that occur in health care organisations and which may impact upon nursing practice and clinical outcomes for patients. The student will explore current theory and practice in Alternative Dispute Resolution in an Australian health care context. The student's learning is extended and applied to addressing disputes in the health care environment which impact on nursing and midwifery work and the ability to provide quality, person-centred care. The subject provides the student with the opportunity to develop a project (based on the application of contemporary knowledge about leadership) concerning an issue in their work setting, and to demonstrate the application of leadership principles and practices to make an impact upon nursing or midwifery practice and clinical outcomes for patients or clients.

Assessment: essays (50%); assignments (50%).

NS5903:03 NURSE PRACTITIONER CLINICAL PRACTICE 1

Students undertake supervised/mentored clinical practice in a selected clinical setting to develop their understanding of advanced practice nursing knowledge, reasoning, and intervention skills for the prevention of disease, health promotion, and illness within a specialised nursing area. With preceptor supervision, students synthesise theoretical knowledge with clinical practicum situations in the evaluation of uncomplicated, stable, patient/client presentations, demonstrated through complete and focused physical examinations, history taking, diagnostic ordering and interpretation and therapeutic management.

Assessment: mini-CEX evaluation of clinical practice x6 [sat/unsat]; preceptor formative evaluation of clinical practice x3 [sat/unsat]; clinical log submission including 190 hours clinical practice evidence [sat/unsat]; Verification of Clinical Support [sat/unsat].

NS5906:03 NURSE PRACTITIONER CLINICAL PRACTICE 2

Students undertake supervised/mentored clinical practice in a selected clinical setting to develop their understanding of advanced practice nursing knowledge, reasoning, and intervention skills for the prevention of disease, health promotion, and illness within a specialised nursing area. Students will progress from assisted practitioner level to a level of increasing autonomy. Students are required to synthesise theoretical knowledge with clinical practicum situations in the evaluation of complex and unpredictable patient/client presentations, inclusive of comorbidities, demonstrated through complete and focused physical examinations, history taking, diagnostic ordering and interpretation and therapeutic management.

Assessment: mini-CEX evaluation of clinical practice x6 [sat/unsat]; preceptor formative evaluation of clinical practice x 3 [sat/unsat]; clinical log submission including 190 clinical practice evidence [sat/unsat]; NP portfolio [sat/unsat]; verification of clinical support [sat/unsat].

Section 4. Clinical Requirements

There are extensive clinical requirements in the Nurse Practitioner program (tied to employment), with the requirement for a Registered Medical Practitioner or Nurse Practitioner to act as clinical supervisor for the duration of the course. The clinical requirements are tied to the subjects NS5901, NS5902, NS5903 and NS5906. The 190 hours of clinical practice for subjects NS5903 & NS5906 lies within your employment as an advanced practice nurse/supported NP student, and is documented by Mini-CEX assessments, formative and summative completed by your supervisor, for inclusion in your NP portfolio required to be submitted to AHPRA.

4.1 CLINICAL SUPERVISION

While there is a significant amount of literature concerning the role of mentoring and clinical supervision, according to Mills, Francis and Bonner (2005), the boundaries between mentoring and clinical supervision are not clear-cut and there are no distinctive characteristics that conclusively define a relationship as either one or the other. In both relationships, participants are accountable to each other. For the purposes of this course, Lyth's definition of clinical supervision and the clinical supervisor relationship has been used to support the use of the term Clinical Supervisor: "Clinical supervision is a support mechanism for practising professionals within which they can share clinical, organisational, developmental and emotional experiences with another professional in a secure confidential environment in order to enhance knowledge and skills. This process will lead to an increased awareness of other concepts including accountability and reflective practice" (2000, p. 728).

4.2 CLINICAL SUPERVISOR REQUIREMENTS

A Clinical Supervisor is a Medical Practitioner or Endorsed Nurse Practitioner who is currently practising the extended clinical skills in the specialty field of the student. At least one Clinical Supervisor will be identified by prospective students on application for the course.

The Clinical Supervisor will have completed a Clinical Supervisor Registration Form with qualifications and registration details, agreeing to supervise, mentor and assess the student. Subjects requiring clinical assessments (NS5901, NS5902, NS5903, NS5906) will require the clinical supervisor(s) to sign a verification of clinical support form each study period throughout the course.

The Clinical Supervisor is required to have regular contact and collaboration with the student. In some instances in remote settings, the Clinical Supervisor may be in telephone contact (e.g. for example, students working with the Royal Flying Doctor Service).

In all situations, the Clinical Supervisor is required to monitor and assess the extended practice of the student. Students may also identify additional clinicians relevant to the specialty. These clinicians may be pharmacists, radiographers or other allied health professionals. In some situations, a senior nurse (e.g. Director of Nursing/nominee) may be added by the student to the supervisory team. All nominated supervisors must complete a Clinical Supervisor Registration Form with qualifications and current registration details.

Where there is more than one Clinical Supervisor, team meetings will occur.

4.3 THE ROLE, RESPONSIBILITY AND EXPECTATION OF STUDENTS

It is a requirement of the course that the student be employed at least 0.5 FTE in an advanced practice position for the duration of the course. It is envisaged that students, as they progress through the course, will be able to undertake an increasing amount of time devoted to practice required of a Nurse Practitioner, and that towards the end of the course, they are having significant exposure to and working on advanced cases under supervision where advanced nursing practice is required. This type of work would reflect the type of work they expect to undertake once endorsed as Nurse Practitioners.

As an employee of a health care facility, you are required to uphold policies and procedures of that organisation.

Students are required to:

- Maintain regular, collegial and collaborative relationships with Clinical Supervisor/s.
- Discuss and report issues related to the Clinical Supervisory relationship to the Course Coordinator.

- Notify the Course Coordinator immediately if the Clinical Supervisor is unavailable for lengthy periods, changes position or a new Clinical Supervisor is required.
- Notify the Course Coordinator immediately if they change positions either within or to another health care facility, as this will affect progress in the course and the ability to meet the NMBA requirements for registration as a Nurse Practitioner.

If a student changes positions or location, they are required to provide evidence to the Course Coordinator that they will be able to achieve the requirements of the course in this new position. This will include evidence of support from the facility to engage in extended practice, and a (new) Clinical Supervisor to supervise and assess them, i.e.

1. Nurse Practitioner Student Placement Agreement (completed by Director of Medical/Nursing Services)
2. Nurse Practitioner Clinical Supervisor Registration Form(s).

If, in the opinion of the Course Coordinator, suitable clinical supervision and support as well as the opportunity to undertake the extended scope of practice of a Nurse Practitioner cannot be achieved, the student will be unable to continue in the course. The Postgraduate Academic Advisor will provide information about other courses offered by the College.

Similarly, if the employing venue and/or Clinical Supervisor revoke their support of the student, the Course Coordinator and/or Postgraduate Academic Advisor will assist the student with course progression matters.

If the student is unable to continue in the course, transfer to a different coursework Masters may be available.

4.4 PROFESSIONAL EXPERIENCE PLACEMENT POLICY

Professional Experience Placement is an integral component of the Master of Nursing (Nurse Practitioner) to meet the APHRA requirements for registration as a Nurse Practitioner. The aim of PEP is to integrate theoretical knowledge into practical clinical experiences.

All undergraduate and graduate students who undertake a course that includes prescribed professional experience placements must be aware of the following University policy: [Enrolment Policy – Coursework Students, 12. Professional Experience](#). An extract is printed below.

12. Professional Experience

Where a course includes prescribed professional or clinical placements, students may be required to undertake such placements away from the campus at which they are enrolled at their own expense.

12.1 Students may be required to be interviewed, in accordance with the relevant procedures, to assess their suitability to undertake, or to continue in, a professional or clinical placement.

12.2 Where a course includes a prescribed professional or clinical placement(s) and where that placement(s) may involve contact with young people, a student's initial enrolment and continuing enrolment in that course will be conditional upon the following:

12.2.1 eligibility of the student for a Suitability to Work with Children Card at the time of the first enrolment;

12.2.2 maintenance of that eligibility throughout the whole of the course;

12.2.3 actual application for or acquisition of a Suitability to Work with Children Card prior to commencement of Placement

In the event that a student becomes ineligible for a Suitability to Work with Children Card, at any time between the date of first enrolment and the date of completion of the course, the student will not be able to complete the degree.

4.5 PRE-PLACEMENT REQUIREMENTS

The University has binding agreements with all the facilities and organisations that provide clinical placements. From these contracts, and in accordance with other legal obligations, there are mandatory pre-placement requirements (PPRs) that **all** students **must** complete, administered by the [JCU Professional Placement Unit](#).

The mandatory pre-placement requirements for the Master of Nursing (Nurse Practitioner) are:

1. JCU PLACEMENT PROCEDURE AND PROCEDURE FOR INFECTIOUS DISEASE

As a JCU professional experience placement student you are required to read the following:

- Professional Experience Placement Procedures for students within the Division of Tropical Health and Medicine.
- Procedure for Infectious Disease for students within the Division of Tropical Health and Medicine.

Links to these documents and the Student Declaration are available from the Professional Experience Placement website at <https://www.jcu.edu.au/professional-experience-placement/preparation-checklists/nursing-midwifery-and-nutrition>

- **JCU Placement Procedure and Procedure for Infectious Disease**

After reading these documents you must sign the Student Declaration, which confirms you have read and understood the contents of both procedures, and return the signed document to the Professional Placement Unit.

Students are required to complete the declaration at the beginning of the course. The completed declaration form must be submitted to the Professional Placement Unit prior to WEEK 4 of the first teaching period of the course.

2. JCU CONFIDENTIALITY ACKNOWLEDGEMENT

You must complete and sign the JCU Confidentiality Acknowledgement every year.

In signing the Acknowledgement, you – the student – acknowledge that you have been instructed in the concept of patient, client and business confidentiality, and will respect clients' confidentiality at all times.

The confidentiality acknowledgement form is available from the Professional Experience Placement website at <https://www.jcu.edu.au/professional-experience-placement/preparation-checklists/nursing-midwifery-and-nutrition>

- **JCU Confidentiality Acknowledgement**

Please download, complete, sign and submit the Confidentiality Acknowledgement to the Professional Placement Unit by email or in person.

Students are required to complete the confidentiality acknowledgement at the beginning of the course. The completed declaration form must be submitted to the Professional Placement Unit prior to WEEK 4 of the first teaching period of the course.

3. QUEENSLAND HEALTH STUDENT ORIENTATION CHECKLIST (QHEALTH FACILITIES ONLY)

Queensland Health requires all students read and complete the Student Orientation Checklist and Student Deed Poll prior to placement.

Links to the Student Orientation Checklist and Student Deed Poll are available from the Professional Experience Placement website at <https://www.jcu.edu.au/professional-experience-placement/preparation-checklists/nursing-midwifery-and-nutrition>

- **Queensland Health Orientation Checklist and eLearning Modules**
- **Queensland Health Student Deed Poll**

The completed checklist and deed poll should then be submitted to the Professional Placement Unit on completion.

Students are required to complete the checklist at the beginning of the course. These completed forms must be submitted to the Professional Placement Unit prior to WEEK 4 for each year level. This means all students are required to do the checklist and deed poll annually.

4. WORKING WITH CHILDREN CHECK – BLUE CARD

The [Working with Children Check](#) is a screening process that assesses your suitability to work with children based on known disciplinary and police information.

Please **DO NOT** submit your application directly to Blue Card Services. Applications are specific to JCU and must be submitted through the Professional Placement Unit. You should begin your application as soon as possible and submit it to the Professional Placement Unit for processing and submission. There is no fee for students. It can take up to 8 weeks to obtain a Blue Card because of the checks and processes involved.

The Blue Card is valid for three years. It must be renewed at least one month before its expiry date to retain currency.

It is your responsibility to maintain a current Blue Card throughout your course. It is also your responsibility to ensure your contact details are up to date with Blue Card Services. For example, if you change your address or phone number, you must contact Blue Card Services and provide your new details.

Information on how to start your Blue Card application or instructions for applicants who already hold a Blue Card are available at the Professional Experience Placement website at <https://www.jcu.edu.au/professional-experience-placement/preparation-checklists/nursing-midwifery-and-nutrition>

- **Working with Children Check – Blue Card**

Please note: the deadline for either producing your Blue Card or applying for a Blue Card is WEEK 4 of the first teaching period after commencement of study in all courses. Students who do not have a current Blue Card will not be able to attend professional experience placement due to non-negotiable legal and insurance requirements. Such students will thus receive an X for the subject and need to repeat it in its entirety the following year.

5. IMMUNISATION REQUIREMENTS

In accordance with Queensland Health and JCU procedures, students who are enrolled in health courses must be fully immunised for:

- Hepatitis B
- Measles, Mumps and Rubella (MMR)
- Varicella (chickenpox)
- Pertussis (whooping cough)

before commencing their professional experience placement, or by the end of the first teaching period, whichever comes first.

Students are required to visit a general practitioner to complete the JCU Health Record and Immunisation Form and when all evidence is completed, students are required to email the completed form and immunisation evidence to the Professional Placement Unit.

Information on immunisations, links to the JCU Health Record and Immunisation form, and instructions on how to submit documents to the Professional Placement Unit are available at <https://www.jcu.edu.au/professional-experience-placement/preparation-checklists/nursing-midwifery-and-nutrition>

- **Health and Immunisations**

Students who do not submit evidence of immunisation by the end of the first teaching period will not be able to attend professional experience placement due to non-negotiable legal and insurance requirements. Such students will thus receive an X for the subject and need to repeat it in its entirety the following year.

6. AUSTRALIAN FEDERAL POLICE CHECK

Prior to placement, you must obtain a **National Police Certificate (NPC)**, which is issued by the Australian Federal Police (AFP).

It is important to begin the application process as soon as possible because the certificate can take up to 3 months to process and finalise. Application costs must be borne by you, the student.

A National Police Check obtained from a third party organisation is NOT an acceptable alternative to an NPC issued by Australian Federal Police.

For further information on AFP National Criminal History Checks and links to forms visit the Professional Placement Unit website at <https://www.jcu.edu.au/professional-experience-placement/preparation-checklists/nursing-midwifery-and-nutrition>

- **Australian Federal Police (AFP) National Criminal History Check**

Students who do not submit a current Australian Federal Police Check will not be able to attend professional experience placement due to non-negotiable legal and insurance requirements. Such students will thus receive an X for the subject and need to repeat it in its entirety the following year.

OTHER HEALTH REQUIREMENTS

If any student has a medical condition or injury which may restrict movement or mobility, or which requires regular treatment (e.g. diabetes, asthma, epilepsy, mental health problem), or any other personal health issue, it is important that they notify and supply documentation to the Course Coordinator. This is for the student's own safety to successfully complete the PEP. This information will be treated in the strictest confidence.

NB For students requiring or going to placement in Mackay, it is compulsory that there is documented evidence of Mantoux Testing that needs to be presented with other compulsory paperwork at the beginning of clinical placement.

4.6 PROFESSIONAL EXPERIENCE PLACEMENT AND STUDENT RESPONSIBILITIES

Professional Experience Placement has been designed to develop a beginning nurse practitioner clinician who:

- is able to deliver safe, competent nursing care;
- is able to apply decision making and clinical judgment;
- is a consciously interactive, reflective carer.

Students will be asked to complete a Student Evaluation of Clinical Learning Experience completion of subjects NS5901, NS5902, NS5903 and NS5906.

This document is confidential between the Nurse Practitioner student and the College of Healthcare Sciences. Your feedback about clinical placement experiences will assist the Course Coordinator, Subject Coordinators, and Facilities to ensure clinical placement continues to be a positive learning experience for the student.

However, if substantial relationship issues between the Nurse Practitioner student and their Clinical Supervisor(s) are interfering with the student's ability to meet the learning outcomes of the specific subject and/or of the Course overall, the student is encouraged to discuss these firstly with their Clinical supervisor directly.

If resolution is not obtained, the Course Coordinator is available to facilitate discussions, at the student and/or the Clinical Supervisor's request. If the nurse practitioner student's performance in their role is of serious concern to either the Clinical Supervisor or the Subject or Course Coordinator, then the Clinical Challenge policy may need to be applied and followed.

4.7 CLINICAL CHALLENGE POLICY

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

The purpose of this policy is to:

1. Maintain an objective standard for challenge procedures in the event of situations when behaviour is considered to be unsafe or unprofessional;
2. Identify unprofessional, unsafe, and unsatisfactory behaviours warranting intervention as listed on the Formal Challenge Procedure Form;

3. Identify in detail the procedures to be followed in the event of a challenge being issued; maintain a formal procedure for removing a student at any time from the clinical practice setting because of unsafe or unprofessional behaviour(s).

If an event or series of events occurs involving a James Cook University student while on clinical placement which, in the opinion of the Clinical Supervisor, requires intervention, the following options are available.

STAGE 1: STUDENT VERBAL WARNING OF IMPENDING CHALLENGE

At this point the procedure is informal involving the Clinical Supervisor and the student nurse practitioner. Given that student nurse practitioners are already registered nurses with substantial clinical, professional and life experience, it is anticipated that most issues would be resolved directly and informally between the student nurse practitioner and the Clinical Supervisor, prior to reaching Stage 1. However, if such direct and informal discussions have failed to resolve a recurring and serious problem, then Stage 1 of the Challenge Policy may need to be invoked. The Clinical Supervisor would then inform the student NP that advice will be sought from the NP Course Coordinator regarding the continuing performance issues. The Clinical Supervisor must:

1. Document the preceding events and his/her concerns, addressing published student assessment criteria;
2. Inform student that s/he is at risk of a formal challenge;
3. Counsel the student about the specific unacceptable behaviour(s);
4. Discuss appropriate behaviour and establish a clear expectation of modification of behaviour and support the student in their progress towards satisfactory practice for their year level;
5. Contact the JCU Course Coordinator or the facility Nursing Director for support and direction with the clinical challenge;
6. Establish a time frame with the student for demonstration of alteration of the behaviour (s);
7. Set a time for a follow-up discussion with the student at the end of the time frame.

If correction of issue(s) has not occurred, the process proceeds to Stage 2: Formal Challenge Procedure.

STAGE 2: FORMAL CHALLENGE PROCEDURE

Formal challenge is initiated if no reasonable effort has been made by the student to modify the unacceptable behaviour by the end of the given time frame.

1. An objective account of the circumstances or incident which initiated the challenge is documented by the Clinical Supervisor.
2. Following a formal, confidential dialogue between the student NP and the Clinical Supervisor addressing the behaviour(s) requiring correction, the documentation is signed by the student NP and the Clinical Supervisor.
3. The Course Coordinator is informed of the incident and the formal challenge details and is sent a copy of all relevant documentation.
4. The Clinical Supervisor advises the student that s/he may contact the Course Coordinator independently to discuss her/his status.
5. The student is assisted to redeem the challenge by negotiating a learning contract, negotiated between the student NP, their Clinical Supervisor and the NP Course Coordinator with their Clinical Facilitator/Preceptor. The contract will be time limited and contain specific expectations.
6. If the contract is fulfilled within the time frame, the challenge is redeemed.
7. The documents relating to challenge remain in the student's confidential record. The student NP and either their Clinical Supervisor and/or the NP Course Coordinator will meet to provide closure to the incident.
8. If the student fails to redeem the challenge, s/he is then counselled by the Course Coordinator regarding the consequences of the behaviour(s).

STAGE 3: IMMEDIATE REMOVAL

The Clinical Supervisor and/or the NP Course Coordinator have the option to immediately remove the student from the clinical environment in the event of a serious breach of professional behaviour or client safety. The Clinical Supervisor is responsible for providing the student with the following information should this occur:

1. Reason for action;
2. Subsequent steps/follow-up with the student including date/time/location of further discussion.

The Clinical Supervisor will also:

3. Notify the Course Coordinator;
4. Provide documentation of the events or behaviour;

5. Notify the appropriate administrative leader in the health care agency/ (i.e. Nursing Unit Manager, or Director of Nursing) of the student's removal.

4.8 THE ROLE AND RESPONSIBILITIES OF ACADEMIC STAFF FROM JCU

The Course Coordinator is responsible for:

- Developing and maintaining active engagement with students, Clinical Supervisors and health care facilities with respect to the nursing role of the Nurse Practitioner. This will include clinical site visits, participation at meetings, and email/teleconference communication.
- Ensuring that students, health care facilities and Clinical Supervisors are aware of what to do and who to contact while a student is undertaking this course.
- The management and integration of clinical practice into the curriculum.
- Determining the suitability of Clinical Supervisors. This process commences during the student application process and continues throughout the student's enrolment.
- The preparation, ongoing support, liaison, monitoring and evaluation of all Clinical Supervisors (i.e. medical practitioners and endorsed nurse practitioners).
- Advising the Subject Coordinators the names and contact details of Clinical Supervisors for each student. Subject assessment items are the responsibility of Subject Coordinators to monitor. Any issues will be problem-solved between Course and Subject Coordinators, student and Clinical Supervisor and (if required) employing institution.

The Subject Coordinator is responsible for:

- Monitoring and reporting student progress in theoretical and clinical aspects of the subject to the Course Coordinator.

INITIAL AND ONGOING SUPPORT

The Course Coordinator will prepare and support all Clinical Supervisors. The Course Coordinator will meet (either face-to-face or telephone) with the Clinical Supervisor to brief them about the requirements and expectations of the course; role of the Clinical Supervisor; role of the student in the acquisition of extended Nurse Practitioner capabilities; and the required documentation.

4.9 THE ROLE, RESPONSIBILITY AND EXPECTATION OF CLINICAL SUPERVISORS

The primary roles of the Clinical Supervisor/s include:

- Supporting the student to develop the extended role of the Nurse Practitioner within their clinical environment.
- Conducting patient/client case reviews with the student Nurse Practitioner which includes discussion and assessment of clinical decision making with particular emphasis on extended practice (e.g. prescribing, ordering and reviewing diagnostic studies, referrals).
- Completing clinical assessment items related to various subjects and returning required documentation.
- Identification and recommendations for future learning/practice.
- Formative (interim) and summative (final) assessment against the [NMBA Nurse Practitioner Standards for Practice](#).
- Communication with course and subject coordinators, and (where appropriate) with other Clinical Supervisors.

Clinical Supervisors are required to regularly review the practice of NP students during the semester. You will be briefed by various subject coordinators regarding the specific requirements for each subject.

ISSUES RELATING TO VARIOUS LEGISLATION

Extended nursing practice of a Nurse Practitioner includes prescribing, requesting diagnostic test and referring patients to other health professionals. As a medical practitioner/nurse practitioner you must monitor and take final responsibility until the student has completed the course and becomes endorsed by the Nursing and Midwifery Board of Australia to practice as a Nurse Practitioner.

Strategies to assist with clinical learning need to be negotiated between the student, Clinical Supervisor, and, if required, hospital committees. Strategies could include standing orders for medications, real time case conferences/patient presentation, and direct supervision of the student's practice to monitor decisions.

WHAT IS 'AT RISK'?

It is important to remember that the student is undertaking this course in order to learn and develop a new role as a Nurse Practitioner. The student is working towards achieving [NMBA Nurse Practitioner Standards for Practice](#).

It is possible that the student's learning ability is developing slowly or their level of practice is of concern to you. This constitutes a student 'at risk' of failure.

WHAT TO DO WHEN A STUDENT IS 'AT RISK'

If you believe that a student is 'at risk', immediately contact the Course Coordinator who will assist in developing strategies to support the student. This may include, but is not restricted to, additional clinical requirements and/or additional theoretical requirements.

In addition, if the student's performance is determined to be so 'at risk' that the health care facility or Clinical Supervisor notifies the university that continuation of the student in a 'nurse practitioner' position cannot be supported, the Course Coordinator will be responsible for managing the student.

A student, who remains unsupported by the health care facility, will be unable to continue in the course, and will be offered the opportunity to transfer into another course or to leave the tertiary education system.

Clinical Supervisors are reminded of the need to contact the Course Coordinator directly if there is any matter of concern relating to a student.

FEEDBACK FROM CLINICAL SUPERVISORS TO JCU

An open and constructive relationship will be maintained with Clinical Supervisors. Clinical Supervisors are encouraged to contact the Course Coordinator to provide feedback about the experience of supervision and to suggest additional supportive strategies.

PREPARATION FOR PROFESSIONAL EXPERIENCE PLACEMENT

The Clinical Supervisor has the responsibility to:

1. Review the clinical handbook in full, and discuss the contents with both the NP student and the Course Coordinator, to ensure all parties have a shared understanding of their roles;
2. Provide the NP student with an orientation to the clinical venue, including introducing them to key staff members, referencing their new role as an NP student;
3. Become familiar with the objectives and forms required during clinical supervision prior to the NP student commencing in their NP student role;
4. Negotiate with the clinical venue regarding clinical organisation such as student rosters and student locations, ensuring that the advanced practice opportunities required to meet the learning outcomes of the NP course are the focus for the student NP's attendance in the clinical setting;
5. Complete paperwork provided by the College of Healthcare Sciences.

THE CLINICAL LEARNING EXPERIENCE

The Clinical Supervisor has the responsibility to:

1. Act as a role model for the student and demonstrate clinical expertise as required;
2. Select appropriate learning experiences based on
 - a. objectives to be achieved
 - b. level of student development
 - c. learning opportunities available
 - d. progression through course structure
 - e. prior experience as a Registered Nurse, identifying any areas previously underdeveloped that may need particular focus;

3. Conduct regular discussion sessions to ensure and enhance the integration of theoretical concepts to both clinical practice and the NMBA competencies;
4. Ensure that the students are aware of appropriate agency rules, regulations, policies and procedures;
5. Assist students to plan client care in conjunction with clients and facility staff;
6. Ensure that the consent of the individual is obtained prior to any intervention undertaken by self and/or students;
7. Ensure that the safety of the individual client is maintained at all times;
8. Ensure that the right of the individual client to privacy is respected at all times;
9. Provide opportunities for students to observe the skilled performance of health care professionals
10. Provide individualised learning experiences for students;
11. Encourage students to develop creativity in their approach to care and towards learning activities;
12. Encourage self and peer evaluation by students;
13. Promote a reflective-based nursing practice especially in clinical supervision discussions regarding client assessment and management;
14. Consult with the Course Coordinator as needed throughout the clinical placement experience.

ASSESSMENT OF STUDENTS

The Clinical Supervisor has the responsibility to:

1. Assess each student's competencies according to course guidelines;
2. Maintain student records and other records associated with the NP course;
3. Counsel any student who is at risk according to the Challenge Policy and notify the Course Coordinator.

Generally speaking, fair assessment processes should include:

- Identifying the student's knowledge and skill gaps early. Encourage the student to recognise their own strengths and weaknesses and to propose a plan to gain the skill or better understanding.
- Working with them to set out a plan that clearly identifies what has to occur to demonstrate improvement of the student's knowledge and skills, setting a short time frame to evaluate progress.
- If there is no improvement, contacting the university ASAP and setting a clinical challenge and a timeframe to evaluate progress. Please refer to the Clinical Challenge Policy (4.7).

STUDENT PERFORMANCE ISSUES

It is great when a student is keen, attentive, communicates clearly on all levels and performs well. However, there is wide range of professionalism and interest in learning within any group of students. The following tips offer strategies to overcome common performance problems.

Lack of motivation

Tips for engaging students:

- Talk with them in a relaxed manner and try to find out why. Are they tired, unwell, shy or nervous?
- If staff members comment on the student's behaviour, it may be appropriate to sensitively feed these observations back to the student, to give them a chance to realise how they are being perceived.
- Challenge them with a difficult or complex patient (within their scope).
- If the student is not meeting requirements, inform the Course Coordinator immediately.
- Take the student aside and remind them that although they might not be interested in this area of nursing, they owe it to their patients to provide excellent care. Remind them of their duty of care.
- Challenge the student by increasing complexity of care and setting achievable goals so they learn something each day.
- Record any performance issue identifying the professional and teamwork domains of the NMBA. If you make the student aware of your concerns in this way, it gives them the opportunity to gain a deeper understanding of what is expected in the role of a professional nurse practitioner.
- Discuss your expectations of what professional practice would look like for the motivated learner.

Overconfidence

Tips for managing the overconfident student:

- Talk about expectations and scope of practice as a Nurse Practitioner - mentioning that learning is constant. Give the student guidelines to work within and monitor closely.

- Assess the student's attitude towards collaborating, asking for and receiving guidance.
- Set them a task to accomplish and review their performance.
- Remind them of their legal obligations to work within their scope and also discuss the consequences of what might occur when they step outside their scope of practice.
- Assess their knowledge base and set boundaries early in the placement. Ensure they work with a mentor and inform senior staff of performance concerns and objectives set.

When students have difficulty grasping concepts or performing clinical skills

Tips for when they don't understand:

- To help the students develop insight into their abilities, ask them lots of questions to test their knowledge at debriefing. It may highlight one student's lack of knowledge compared to others.
- Document your concerns as placement progress and communicate with the student first, and then the Course Coordinator, sooner rather than later.
- Give students evidence of a lack of knowledge and have them investigate or research this area and follow this up.
- Make a habit of asking about their nursing care activities and review their decisions and rationale with them.
- Prompt student engagement by asking clinically relevant questions that demonstrate your expectation of their knowledge so they are prepared for questions that facilitate their learning.
- Work alongside the student, explaining the relationship between nursing theory and practice. Set learning objectives and review in a specific timeframe.
- Remove the student from the clinical environment if you believe they are putting patients at risk, and immediately contact the Course Coordinator.
- It is also helpful to refer to the profession's codes, guidelines and competency standards when trying to manage student behaviour or attitude issues.
- Part of attaining confidence when performing skills and consolidating knowledge is to be tentative, unsure, and nervous for the first few times, which can be the perfect environment for mistakes.
- If it is a skill that needs developing, providing the opportunity to practice using simulation and repetition may be sufficient. If it is an error in professional judgement or behaviour, give them the opportunity to learn and improve by highlighting the issue, having the student reflect, advising them of what is expected of a professional Nurse Practitioner and then giving them the opportunity to demonstrate growth in their understanding.
- Explore the student's previous clinical experience.
- Go over and set objectives for their current subjects within the Course.
- Discuss the assessment requirements of their current subjects and the Course in general, and make plans for frequent, documented interactions. Go through the orientation checklist, including a 'walk through' of the facility, locating key areas and equipment, documentation used in the facility and the routine of the unit
- Clarify student expectations. Ensure they are realistic for the clinical environment and their level of training.
- Address professional behaviour, including punctuality, sickness, hygiene and attire.
- Ensure students are clear about their current scope of practice. Go over when to ask for assistance.
- Explain the type of person and nursing experience they can expect to encounter.
- Demonstrate equipment used in the facility and go through the paperwork they use.
- Cover OH&S issues for the organisation, such as local policies and procedures for fire, evacuation, manual handling and infection control.
- Discuss the nurse practitioner student's role in a medical emergency.
- Make organisation values and expectations of the students' behaviours clear.
- Provide opportunity for students to develop an understanding of the philosophy, aims, objective and clientele as well as the rule and regulations of the agency;
- Plan with students and other relevant staff members, the care to be given to clients selected for the student Nurse Practitioner's clinical experience;
- Discuss with students significant incidents that occur during each day.

It is anticipated that students continue their clinical learning outside of the prescribed clinical placement activities.

TAILORING THE LEARNING PROCESS FOR THE INDIVIDUAL STUDENT

Each student nurse practitioner will have their own learning needs. Following are some ideas on how to identify individual learning needs with strategies to manage assessment in the clinical environment.

Observation of students and assessment tips:

- Ascertain the student's knowledge base early, identify areas of concern and work with the student to develop.
- Keep a diary of your observations to support your assessments.
- Spend time with each student in the clinical area to observe their practice. Get the student to regularly hand over their patients to you to explore their understanding and knowledge.
- Consider the experience level of the student, prior learning experiences, goals, purpose of the placement and personal attributes.
- Ensure assessment is fair, reliable and following university expectations.
- Strategic questioning of mentors can help clarify overall impression of student performance.
- Go through the clinical assessment tool and verify that the student understands.
- Feedback should be succinct and prompt, including praise and constructive criticism.
- Make sure the students plan to involve you in their learning, such as planning a time to assess observations or planning a dressing. This helps to develop organisational skills.

FREQUENTLY ASKED QUESTIONS

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

Contact the appropriate Subject Coordinator for their current clinical subjects, or the NP Course Coordinator.

What if I am having problems with a particular student?

Depending on the urgency of the issue contact the Subject Coordinator and/or Course Coordinator for support and direction with managing the situation.

What if I am concerned about a student failing, student's performance, or an accident or incident on placement?

Depending on the urgency of the issue contact the Subject Coordinator and/or Course Coordinator for support and direction with managing the situation.

4.10 CLINICAL ASSESSMENT REQUIREMENTS

EVALUATION OF CLINICAL PRACTICE (MINI-CEX)

For each practical subject, the NP student is expected to record 26 case summaries in the Clinical Log and present six (6) of these case summaries to their preceptor during the semester. The student should ensure the cases selected for evaluation allow demonstration of three (3) focused and three (3) head-to-toe (complete) assessments. Student notes should be presented in SOAP format, and documented as they would appear in the patients' record. Students should also document evidence of reflection with this submission. The completed PE Worksheet and Mini-CEX assessment form signed by student and preceptor is to be submitted to the College.

PRECEPTOR EVALUATION OF NP STUDENT

For subjects NS5903 and NS5906, preceptor evaluations of the NP student are to be conducted at Weeks 2, 6 and 12 using a Bondy Scale to rate clinical performance. This scale is an indication of clinical competency, measured as a transitional scale reflective of notice to expert practitioner (dependent to independent level of autonomous beginner level practice).

CLINICAL ACTIVITY LOG INCLUDING 190 HOURS CLINICAL PRACTICE

For subjects NS5903 and NS5906, students are expected to complete a Clinical Activity Log including a minimum of 190 hours clinical practice (each semester). The Clinical Activity log will allow student and clinical supervisor the ability to track the time spent with the patients in a learning activity. Activities to be tracked are those that are planned as learning activities by the student, clinical supervisor or the university.

4.11 REFERENCES

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