



MILDURA
BASE PUBLIC
HOSPITAL

**STUDENT ENROLLED NURSE PRECEPTOR LOGBOOK
ONE WEEK**

NAME: _____

EDUCATION PROVIDER: _____

WARD: _____

DATES: _____

ANSAT – Australian Nursing Standards Assessment Tool for Enrolled Nurses

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

<u>Scale</u>	<u>Definition</u>	<u>Examples</u>
1	Expected behaviours and practices not performed : Continuous verbal &/or physical direction required' Not achieving minimum acceptable level of performance within scope; Demonstrates behaviours infrequently or rarely	<ul style="list-style-type: none"> ● Unsatisfactory ● Unsafe ● Continuous verbal &/or physical direction required ● Not achieving minimum acceptable level of performance for the expected level of practice.
2	Expected behaviours and practices performed below the satisfactory standard . Frequently verbal &/or physical direction required; Demonstrate behaviours inconsistently; Needs guidance to be safe; requires close supervision	<ul style="list-style-type: none"> ● Not yet satisfactory ● Demonstrates behaviours inconsistently ● Needs guidance to be safe ● Frequent verbal &/or physical direction required – as appropriate for year level
3 This is the passing standard	Expected behaviours and practices performed at a satisfactory/pass standard . Occasional supportive cues required; Demonstrates behaviours consistently to a satisfactory & safe standard; This is the passing standard .	<ul style="list-style-type: none"> ● Demonstrates behaviours consistently to a satisfactory and safe standard ● Occasional supportive cues required - as appropriate for year level ● The student has met this standard regardless of their experience, place in the course or length of the placement.
4	Expected behaviours and practices performed at a proficient standard . Infrequent supportive cue required; comfortable & performs above the passing standard; Practises at a safe standard; Consistent, reliable and confident.	<ul style="list-style-type: none"> ● The student is comfortable and performs - above the minimum passing standard ● Practice performed at a safe standard ● Infrequent supportive cues required ● The student's performance is consistent, reliable and confident.
5	Expected behaviours and practices performed at an excellent standard . Supportive cue rarely required; well above the passing standard; Demonstrates greater independence on practice with a high safety priority; Exhibits a level of excellence / professionalism.	<ul style="list-style-type: none"> ● Demonstrates most behaviours for the item well above minimum passing 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.

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

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

PATIENT LOAD:

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

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

ENROLLED NURSES STANDARDS FOR PRACTICE

1. Functions in accordance with the law, policies and procedures affecting EN practice
2. Practises nursing in a way that ensures the rights, confidentiality, dignity and respect of people are upheld.
3. Accepts accountability and responsibility for own actions.
4. Interprets information from a range of sources in order to contribute to planning appropriate care
5. Collaborates with the RN, the person receiving care and the healthcare team when developing plans of care
6. Provides skilled and timely care to people whilst promoting their independence and involvement in care decision-making
7. Communicates and uses documentation to inform and report care
8. Provides nursing care that is informed by research evidence
9. Practises within safety and quality improvement guidelines and standards
10. Engages in ongoing development of self as a professional

<https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/enrollednurse-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.

1. DESCRIPTION

What happened?

2. FEELINGS

What were you thinking and feeling?

3. EVALUATION

What was good and bad about the situation?



4. ACTION PLAN

If it arose again, what would you do?

5. CONCLUSION

What else could you have done?

6. DESCRIPTION

What sense can you make of the situation?

GOALS

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

Use the following acronym to complete your goals:

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

Overall goals – what would you like to get out of this placement

1 st 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: _____

EXAMPLE: DAILY WRITTEN FEEDBACK

- 1. Expected behaviours and practices **not performed**. Continuous verbal &/or physical direction required.
- 2. Expected behaviours and practices performed **below the satisfactory standard**. Frequently verbal &/or physical direction required.
- 3. Expected behaviours and practices performed at a **satisfactory/pass standard**. Occasional supportive cues required.
- 4. Expected behaviours and practices performed at a **proficient standard**. Infrequent supportive cue required.
- 5. Expected behaviours and practices performed at an **excellent standard**. Supportive cue rarely required.

Date: 01.01.2023	Preceptor: Jenny V	Preceptor					Student				
		1	2	3	4	5	1	2	3	4	5
Standard 1: Functions in accordance with the law, policies and procedures affecting EN practice <ul style="list-style-type: none"> • Research specific policies and procedures • Seeks appropriate supervision • Works within scope • Delegation of care 				✓						✓	
Standard 2: Practises nursing in a way that ensures the rights, confidentiality, dignity and respect of people are upheld <ul style="list-style-type: none"> • Advocates for patient's needs • Professional interactions and boundaries • Maintains privacy and confidentiality 				✓					✓		
Standard 3: Accepts accountability and responsibility for own actions					✓				✓		
Standard 4: Interprets information from a range of sources in order to contribute to planning appropriate care <ul style="list-style-type: none"> • Reviews patient care notes, radiology, pathology, etc. 			✓						✓		
Standard 5: Collaborates with the RN, the person receiving care and the healthcare team when developing plans of care <ul style="list-style-type: none"> • Liaising and collaboration with team • Professional interactions and boundaries • Advocates for patient's needs 			✓						✓		
Standard 6: Provides skilled and timely care to people whilst promoting their independence and involvement in care decision-making <ul style="list-style-type: none"> • Understanding of patient & condition • Consideration of medical and allied health needs • Considerations for discharge • Time management • Utilises care plan • Advocates for patient's needs 					✓					✓	
Standard 7: Communicates and uses documentation to inform and report care <ul style="list-style-type: none"> • Communicates professionally with preceptor • Informs preceptor of all patient care tasks • Escalates all necessary information • Documentation • Reviews and reassess 				✓					✓		
Standard 8: Provides nursing care that is informed by research evidence <ul style="list-style-type: none"> • Research specific policies and procedures • Seeks appropriate supervision • Works within scope • Adheres to Best Practice 				✓					✓		
Standard 9: Practises within safety and quality improvement guidelines and standards <ul style="list-style-type: none"> • Research specific policies and procedures • Seeks appropriate supervision • Works within scope • Delegation of care 				✓					✓		
Standard 10: Engages in ongoing development of self as a professional <ul style="list-style-type: none"> • Regularly seeks feedback on performance and acts to improve • Accountability for self and others • Self-directed learning 				✓					✓		

Satisfactory

Unsatisfactory

Preceptor: what went well

Successful venepuncture, great self-directed learning, great initiative, overcame nerves and discussed plan for patient with medical team, good systems-based assessment and documentation.

Student: what went well

Today I managed a two-patient allocation independently. I performed their vital signs, blood sugar levels, wrote their progress notes, assisted with their hygiene and worked collaboratively with the multi-disciplinary team. I also performed venepuncture successfully on my patient.

Preceptors: areas for development (must be completed if scoring 1 or 2)

Continue to develop critical thinking - relate your assessment finding to patient's condition and treatment.

Build confidence - you need to overcome your nerves to safely advocate for patients, use your preceptor to plan the discussion you want to have with the MDT team, be prepared with information, etc.

Student: areas for development

I need to continue to develop my critical thinking by relating my patient assessment to their presenting admission. I also need to continue to review their prescribed medication and link this to their current admission and their past medical history.

Day one

- 1. Expected behaviours and practices **not performed**. Continuous verbal &/or physical direction required.
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- 4. Expected behaviours and practices performed at a **proficient standard**. Infrequent supportive cue required.
- 5. Expected behaviours and practices performed at an **excellent standard**. Supportive cue rarely required.

Date:	Preceptor:	Preceptor					Student				
		1	2	3	4	5	1	2	3	4	5
	No. of patient's student has primary care of: 2										
Standard 1: Functions in accordance with the law, policies and procedures affecting EN practice <ul style="list-style-type: none"> • Research specific policies and procedures • Seeks appropriate supervision • Works within scope • Delegation of care 											
Standard 2: Practises nursing in a way that ensures the rights, confidentiality, dignity and respect of people are upheld <ul style="list-style-type: none"> • Advocates for patient's needs • Professional interactions and boundaries • Maintains privacy and confidentiality 											
Standard 3: Accepts accountability and responsibility for own actions											
Standard 4: Interprets information from a range of sources in order to contribute to planning appropriate care <ul style="list-style-type: none"> • Reviews patient care notes, radiology, pathology, etc. 											
Standard 5: Collaborates with the RN, the person receiving care and the healthcare team when developing plans of care <ul style="list-style-type: none"> • Liaising and collaboration with team • Professional interactions and boundaries • Advocates for patient's needs 											
Standard 6: Provides skilled and timely care to people whilst promoting their independence and involvement in care decision-making <ul style="list-style-type: none"> • Understanding of patient & condition • Consideration of medical and allied health needs • Considerations for discharge • Time management • Utilises care plan • Advocates for patient's needs 											
Standard 7: Communicates and uses documentation to inform and report care <ul style="list-style-type: none"> • Communicates professionally with preceptor • Informs preceptor of all patient care tasks • Escalates all necessary information • Documentation • Reviews and reassess 											
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Standard 10: Engages in ongoing development of self as a professional <ul style="list-style-type: none"> • Regularly seeks feedback on performance and acts to improve • Accountability for self and others • Self-directed learning 											

Satisfactory

Unsatisfactory

Preceptor: what went well

Student: what went well

Preceptors: areas for development (must be completed if scoring 1 or 2)

Student: areas for development

Day two

- 1. Expected behaviours and practices **not performed**. Continuous verbal &/or physical direction required.
- 2. Expected behaviours and practices performed **below the satisfactory standard**. Frequently verbal &/or physical direction required.
- 3. Expected behaviours and practices performed at a **satisfactory/pass standard**. Occasional supportive cues required.
- 4. Expected behaviours and practices performed at a **proficient standard**. Infrequent supportive cue required.
- 5. Expected behaviours and practices performed at an **excellent standard**. Supportive cue rarely required.

Date:	Preceptor:	Preceptor					Student				
		1	2	3	4	5	1	2	3	4	5
	No. of patient's student has primary care of: 2										
Standard 1: Functions in accordance with the law, policies and procedures affecting EN practice <ul style="list-style-type: none"> • Research specific policies and procedures • Seeks appropriate supervision • Works within scope • Delegation of care 											
Standard 2: Practises nursing in a way that ensures the rights, confidentiality, dignity and respect of people are upheld <ul style="list-style-type: none"> • Advocates for patient's needs • Professional interactions and boundaries • Maintains privacy and confidentiality 											
Standard 3: Accepts accountability and responsibility for own actions											
Standard 4: Interprets information from a range of sources in order to contribute to planning appropriate care <ul style="list-style-type: none"> • Reviews patient care notes, radiology, pathology, etc. 											
Standard 5: Collaborates with the RN, the person receiving care and the healthcare team when developing plans of care <ul style="list-style-type: none"> • Liaising and collaboration with team • Professional interactions and boundaries • Advocates for patient's needs 											
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Satisfactory

Unsatisfactory

Preceptor: what went well

Student: what went well

Preceptors: areas for development (must be completed if scoring 1 or 2)

Student: areas for development

Day three

- 1. Expected behaviours and practices **not performed**. Continuous verbal &/or physical direction required.
- 2. Expected behaviours and practices performed **below the satisfactory standard**. Frequently verbal &/or physical direction required.
- 3. Expected behaviours and practices performed at a **satisfactory/pass standard**. Occasional supportive cues required.
- 4. Expected behaviours and practices performed at a **proficient standard**. Infrequent supportive cue required.
- 5. Expected behaviours and practices performed at an **excellent standard**. Supportive cue rarely required.

Date:	Preceptor:	Preceptor					Student				
		1	2	3	4	5	1	2	3	4	5
	No. of patient's student has primary care of: 2	1	2	3	4	5	1	2	3	4	5
Standard 1: Functions in accordance with the law, policies and procedures affecting EN practice <ul style="list-style-type: none"> • Research specific policies and procedures • Seeks appropriate supervision • Works within scope • Delegation of care 		1	2	3	4	5	1	2	3	4	5
Standard 2: Practises nursing in a way that ensures the rights, confidentiality, dignity and respect of people are upheld <ul style="list-style-type: none"> • Advocates for patient's needs • Professional interactions and boundaries • Maintains privacy and confidentiality 		1	2	3	4	5	1	2	3	4	5
Standard 3: Accepts accountability and responsibility for own actions		1	2	3	4	5	1	2	3	4	5
Standard 4: Interprets information from a range of sources in order to contribute to planning appropriate care <ul style="list-style-type: none"> • Reviews patient care notes, radiology, pathology, etc. 		1	2	3	4	5	1	2	3	4	5
Standard 5: Collaborates with the RN, the person receiving care and the healthcare team when developing plans of care <ul style="list-style-type: none"> • Liaising and collaboration with team • Professional interactions and boundaries • Advocates for patient's needs 		1	2	3	4	5	1	2	3	4	5
Standard 6: Provides skilled and timely care to people whilst promoting their independence and involvement in care decision-making <ul style="list-style-type: none"> • Understanding of patient & condition • Consideration of medical and allied health needs • Considerations for discharge • Time management • Utilises care plan • Advocates for patient's needs 		1	2	3	4	5	1	2	3	4	5
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Standard 10: Engages in ongoing development of self as a professional <ul style="list-style-type: none"> • Regularly seeks feedback on performance and acts to improve • Accountability for self and others • Self-directed learning 		1	2	3	4	5	1	2	3	4	5

Satisfactory

Unsatisfactory

Preceptor: what went well

Student: what went well

Preceptors: areas for development (must be completed if scoring 1 or 2)

Student: areas for development

Day four

- 1. Expected behaviours and practices **not performed**. Continuous verbal &/or physical direction required.
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- 4. Expected behaviours and practices performed at a **proficient standard**. Infrequent supportive cue required.
- 5. Expected behaviours and practices performed at an **excellent standard**. Supportive cue rarely required.

Date:	Preceptor:	Preceptor					Student				
		1	2	3	4	5	1	2	3	4	5
	No. of patient's student has primary care of: 2	1	2	3	4	5	1	2	3	4	5
Standard 1: Functions in accordance with the law, policies and procedures affecting EN practice <ul style="list-style-type: none"> • Research specific policies and procedures • Seeks appropriate supervision • Works within scope • Delegation of care 		1	2	3	4	5	1	2	3	4	5
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Standard 3: Accepts accountability and responsibility for own actions		1	2	3	4	5	1	2	3	4	5
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Satisfactory

Unsatisfactory

Preceptor: what went well

Student: what went well

Preceptors: areas for development (must be completed if scoring 1 or 2)

Student: areas for development

Day five

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

Unsatisfactory

Preceptor: what went well

Student: what went well

Preceptors: areas for development (must be completed if scoring 1 or 2)

Student: areas for development

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Satisfactory

Unsatisfactory

Preceptor: what went well

Student: what went well

Preceptors: areas for development (must be completed if scoring 1 or 2)

Student: areas for development

ANSAT Behavioural Cues for EN

1. FUNCTIONS IN ACCORDANCE WITH THE LAW, POLICIES AND PROCEDURES AFFECTING ENROLLED NURSES (EN) PRACTICE

➤ Demonstrates knowledge and understanding of the implications of the NMBA EN standards and complies with practices according to relevant legislation and local policy, codes and guidelines

- Follows policies and procedure of the facility/organisation
 - Gain consent from person in their care
 - Arrives fit to work
 - Arrives punctually and leaves at agreed time
 - Call's appropriate personnel to report intended absence
 - Wears an identification badge and identifies self
 - Introduces self to others; Observes uniform / dress code
 - Maintains appropriate professional boundaries with person in their care
- Fulfils duty of care within EN scope of practice to ensure safe outcomes
- Refrains from undertaking activities outside scope of practice
 - Identifies and take's appropriate action to minimise risk of harm in consultation with team members

- Identifies and clarifies EN responsibilities for aspects of delegated care in collaboration with Registered Nurse (RN)
- Recognises own limitations in practice and competence and seeks guidance from the RN
 - Recognises and reports practices which may breach legislation, policies, and procedures

2. PRACTISES NURSING TO ENSURE RIGHTS, CONFIDENTIALITY, DIGNITY AND RESPECT IS UPHELD

➤ Practices culturally safe care for Aboriginal and Torres Strait Islander people and other cultures

- Understands and respects individual and cultural diversity
 - Demonstrates understanding and practises sensitively
 - Involves appropriate persons to ensure cultural / spiritual needs are met
- Demonstrates respect for others regardless of values and beliefs and accommodates needs as required
- Accepts and supports person's beliefs in delivering nursing care
 - Acknowledges and accommodates wherever possible, preferences of people receiving nursing care
 - Forms therapeutic relationships with people receiving care and others recognising professional boundaries

- Recognises personal situation has potential to impact care provision
 - Considers specific circumstances when explaining nursing care to others
- Ensure privacy, dignity and confidentiality when providing care. Also, ensures provision of care equitably
- Refrains from providing information to others not involved in care provision
 - Maintains person confidentiality
 - Ensures personal information stored appropriately
 - Respectfully gains consent to provide care
 - Maintains dignity and privacy of person when delivering care
- Clarifies with RN and healthcare team when interventions are unclear or inappropriate
- Reports incidents of unethical behaviour immediately
 - Advocates for the person when dealing with interdisciplinary health care teams

3. ACCEPTS ACCOUNTABILITY AN RESPONSIBILITY FOR OWN ACTIONS

- Practices within the EN scope of practice relevant to competence, legislation, education, and experience
- Clarifies own role and responsibilities with supervising RN
 - Adheres to local policies, procedures, codes and guidelines relating to EN scope of practice
- Demonstrates responsibility and accountability for nursing care provided
- Recognises own level of competence
 - Recognises the differences in accountability and responsibility between RN, EN and unregulated care workers
 - Promotes the safety of self and others in all aspects of nursing practice
 - Documents clearly and accurately
 - Accepts and responds to feedback
- Recognises RN as the person responsible to assist EN decision-making and provision of care
- Reports findings and outcomes of delegated actions to RN
- Collaborates with RN to ensure delegated responsibilities are within own scope of practice

- Recognises the role of the RN in delegation of cares
- Accepts and works within own scope of practice
- Informs healthcare team of scope of practice

4. INTERPRETS INFORMATION FROM A RANGE OF SOURCES TO CONTRIBUTES TO PLANNING OF CARE

- Uses range of skills including technology that accurately collects, interprets, utilises, monitors and reports information.
- Collects information from person, family, healthcare team and medical records
 - Uses health care technology appropriately according to workplace guidelines.
 - Monitors interventions and reports person's response to RN
 - Reports findings and delegated actions to RN within a timely manner
 - Documents assessment findings appropriately
- Collaborates with RN to develop, monitor and maintain plan of care
- Provides suggestions for plan of care within scope of practice
 - Provides appropriate care and monitors and reports the outcomes

5. COLLABORATES WITH RN, THE PERSON RECEIVING CARE AND THE HEALTHCARE TEAM

- Develops and promotes positive professional relationships with members of the team
- Introduces self to others
 - Clarifies orders for nursing care with the RN when unclear
 - Uses strategies to promote effective communication
 - Engages in patient centred education to promote informed decision making
 - Listens to and considers the individual person's decisions when providing care
- Manages and prioritises workload in accordance with plan of care and person receiving care
- Prioritises and attends to delegated tasks
 - Monitors delegated care and reports to RN in a timely manner
 - Escalates if delegated care exceeds scope of practice or confidence
- Contributes to and collaborates with multidisciplinary health care team meetings and case conferences to plan care
- Offers ideas to contribute in the development of plans of care
 - Works collaboratively and respectfully

6. PROVIDES SKILLED AND TIMELY CARE WHILST PROMOTING INDEPENDENCE AND INVOLVEMENT

- Provides care to people who are unable to meet own physical and / or mental health needs
 - Advocates for personal needs and preferences
 - Encourages individual to be involved in own care and decision making
 - Respects individual social, spiritual and cultural differences
 - Assists people in making compliments and complaints
 - Ensures a safe environment for the person in care
 - Responds appropriately to clinical deterioration in a timely manner
- Participates with RN to evaluate person's progress toward expected outcomes and seeks appropriate assistance as required
 - Demonstrates accurate data collection skills
 - Provide accurate reporting to RN when outcomes deviate from expected outcome
 - Ensures clear, accurate and timely documentation
 - Collaborates with the RN to ensure appropriate discharge planning
- Exercises time management and workload prioritisation as per level of education and training
 - Liaises with healthcare team to ensure care is provided in a timely manner
 - Completes delegated tasks in a timely manner
 - Recognises own limitations in delivery of patient care and informs RN in a timely manner
 - Ensures delegated tasks are prioritised in accordance to patient needs
- Demonstrates currency and competency in the safe use of healthcare technology
 - Adheres to local policy and procedures
 - Attends appropriate education and training

7. COMMUNICATES AND USES DOCUMENTATION TO INFORM AND REPORT CARE

- Uses a variety of communication methods to report on, and handover, patient cares and status to RN and healthcare team
 - Explains nursing cares to relevant individuals
 - Prepares and delivers written and verbal reports such as clinical handover
 - Uses suitable language and avoids jargon
 - Uses appropriate tools and strategies to provide care for culturally and linguistically diverse clients
- Collects data, reviews and documents accurately and clearly to enable informed decision making by the multidisciplinary team
 - Ensures information is documented accurately, in a legible and timely manner
 - Appropriate use of local approved forms and/or tools to document
 - Interprets available documentation to guide patient care
 - Follows local policy and procedure regarding accurate documentation
 - Uses appropriate medical terminology and abbreviations

8. PROVIDES NURSING CARE THAT IS INFORMED BY RESEARCH EVIDENCE

- Seeks assistance and additional knowledge and information when presented with unfamiliar situations
 - Refers to RN to guide decision-making
 - Consults with the healthcare team and utilises appropriate resources to improve current practice
- Incorporates evidence for best practice as guided by RN and healthcare team
 - Adhere to local policy and procedures when providing delegated care
 - Attends relevant education and training
 - Seeks guidance to apply best practice
- Demonstrates problem solving and analytical skills to plan, provide and evaluate care
 - Responds effectively to identify care needs

9. PRACTICES WITHIN SAFETY AND QUALITY IMPROVEMENT GUIDELINES AND STANDARDS

- Contributes and consults in analysing risk and implementing strategies to minimise risk
 - Participates in quality improvement programs and accreditation standards activities.
 - Prioritises and responds appropriately to safety concerns
 - Gathers data to contribute to risk assessments and reports to RN
- Reports and documents unsafe care safety breaches and hazards as according to legislative requirements and institutional policies and procedures
 - Monitors and escalates person in care's safety during health care delivery
 - Appropriately reports and records deviations to expected care and outcomes
- Demonstrates willingness to participate in quality improvement programs and accreditation standards relevant to accreditation.
 - Actively participates in audits and quality activities

10. ENGAGES IN ONGOING DEVELOPMENT OF SELF AS A PROFESSIONAL

- Participates in ongoing professional development of self and others
 - Uses EN standards for practice to assess and reflect on own redistributed performance
- Identifies learning needs through critical reflection and consideration of evidence-based practice in consultation with the RN and the multidisciplinary healthcare team
 - Participates in relevant education and training
 - Maintains requirements for registration
 - Seeks support and guidance
 - Actively participates in performance appraisal
 - Shares knowledge with colleagues
 - Participates in feedback process
 - Promotes a positive professional image
 - Shows motivation and applies self to continue learning
 - Keeps written record of professional development activities

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.

