PRECEPTOR BOOK

NAME:
UNIVERSITY:
WARD:
DATES:

WELCOME TO THE ROYAL MELBOURNE HOSPITAL

Our aim is for you to have an enjoyable clinical placement experience that is well supported by your preceptor/s, ward staff and the education team.

As part of this support, we expect your preceptor/s to give you frequent verbal and written feedback. Please ensure your preceptor/s document their feedback every day in this log book.

This feedback is important for your development as a clinician. It is also important information for your nurse educator/s when creating accurate placement appraisals and providing you with overall feedback.

ANSAT Assessment Tool

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

Scale	*Definition*	*Examples*
1	Expectation behaviours and practices **not** preformed	• 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** acceptable/satisfactory standard.	• Not yet satisfactory • Demonstrates behaviours inconsistently • Needs guidance to be safe • Continuous verbal&/or physical direction required – **as appropriate for year level**
3 **This is the passing standard**	Expected behaviours and practices performed at a satisfactory/ passing standard	• 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	• 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	• 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.

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

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

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Registered nurse standards for practice

1. Thinks critically and analyses nursing practice.
2. Engages in therapeutic and professional relationships.
3. Maintains the capability for practice.
4. Comprehensively conducts assessments.
5. Develops a plan for nursing practice.
6. Provides safe, appropriate and responsive quality nursing practice.
7. Evaluates outcomes to inform nursing practice.

****Please see pages 32 & 33 for ANSAT Behavioural Cues to assist in completing feedback**

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

EXAMPLE: DAILY WRITTEN FEEDBACK

Date: 02/08/19	**Preceptor:** Jenny V	**No. of patients:** 3

	1	2	3	4	5
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Standard 3: ***Maintains Capability for Practice*** • *Self-directed learning* • *Accountability for self and others*				✓	
Standard 4: ***Comprehensively Conducts Assessments*** • *Head-to-toe / systematic patient assessment* • *Interpretation and analysis of findings*			✓		
Standard 5: ***Develops a Plan for Nursing Practice*** • *Formulation of plan of care for shift* • *Consideration of medical and allied health needs* • *Considerations for discharge*			✓		
Standard 6: ***Provides Safe, Appropriate and Responsive Care*** • *Works within scope of practice* • *Seeks appropriate supervision* • *Time management* • *Initiative* • *Delegation of care*				✓	
Standard 7: ***Evaluates Outcomes to Inform Nursing Practice*** • *Reviews and reassess* • *Alters plan accordingly* • *Consideration for long-term impact and goals*			✓		

New skills learnt:

Venepuncture, paging for RAPID r/v and following through with interventions

Areas that went well	**Areas for improvement + strategies**
• ***Successful venepuncture!*** • ***Great self-directed learning*** • ***Great initiative*** • ***Good systems-based assessment + documentation*** • ***Overcame nerves and discussed plan for patient in RAPID criteria with medical team***	• ***Continue to develop critical thinking – relate your assessment findings to patient's disease and treatment.*** • ***Build confidence: You need to overcome your nerves to safely advocate for patients. With your buddy, plan the discussion you want to have with a member of the MDT i.e. be prepared with answers, information, etc.***

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Standard 4: ***Comprehensively Conducts Assessments*** • *Head-to-toe / systematic patient assessment* • *Interpretation and analysis of findings*		1	2	3	4	5
Standard 5: ***Develops a Plan for Nursing Practice*** • *Formulation of plan of care for shift* • *Consideration of medical and allied health needs* • *Considerations for discharge*		1	2	3	4	5
Standard 6: ***Provides Safe, Appropriate and Responsive Care*** • *Works within scope of practice* • *Seeks appropriate supervision* • *Time management* • *Initiative* • *Delegation of care* • *Medication knowledge*		1	2	3	4	5
Standard 7: ***Evaluates Outcomes to Inform Nursing Practice*** • *Reviews and reassess* • *Alters plan accordingly* • *Consideration for long-term impact and goals*		1	2	3	4	5
New skills learnt:						
Areas that went well	**Areas for improvement + strategies**					

Date:	**Preceptor:**	**No. of patients:**				
Standard 1: ***Thinks Critically and Analyses Nursing Practice*** • *Respect and cultural sensitivity* • *Critical thinking & reasoning* • *Understanding of patient & condition* • *Documentation*		1	2	3	4	5
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New skills learnt:						
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1. THINKS CRITICALLY AND ANALYSES NURSING PRACTICE

➢ *Complies and practices according to relevant legislation and local policy*

- Follows policies and procedures of the facility/organisation (e.g. workplace health and safety / infection control policies)
- Maintains patient/client confidentiality
- Arrives fit to work
- Arrives punctually and leaves at agreed time
- Calls appropriate personnel to report intended absence
- Wears an identification badge and identifies self
- Observes uniform/dress code
- Maintains appropriate professional boundaries with patients/clients and carers

➢ *Uses an ethical framework to guide their decision making and practice*

- Understands and respects patients'/clients' rights
- Allows sufficient time to discuss care provision with patient/clients
- Refers patients/clients to a more senior staff member for consent when appropriate
- Seeks assistance to resolve situations involving moral/ethical conflict
- Applies ethical principles and reasoning in all health care activities

➢ *Demonstrates respect for individual and cultural (including Aboriginal & Torres Strait Islander) preference and differences*

- Practices sensitively in the cultural context
- Understands and respects individual and cultural diversity
- Involves family/others appropriately to ensure cultural/spiritual needs are met

➢ *Sources and critically evaluates relevant literature and research evidence to deliver quality practice*

- Locates relevant current evidence (e.g. clinical practice guidelines and systematic reviews, databases, texts)
- Clarifies understanding and application of evidence with peers or other relevant staff
- Applies evidence to clinical practice appropriately
- Participates in quality activities when possible (e.g. assists with clinical audit, journal club)
- Shares evidence with others

➢ *Maintains the use of clear and accurate documentation*

- Uses suitable language and avoids jargon
- Writes legibly and accurately (e.g. correct spelling, approved abbreviations)
- Records information according to organisational guidelines and local policy

2. ENGAGES IN THERAPEUTIC AND PROFESSIONAL RELATIONSHIPS

➢ *Communicates effectively to maintain personal and professional boundaries*

- Introduces self to patient/client and other health care team members,
- Greets others appropriately
- Listens carefully and is sensitive to patient/client and carer views
- Provides clear instructions in all activities
- Uses a range of communication strategies to optimise patient/client rapport and understanding (e.g. hearing impairment, non-English speaking, cognitive impairment, consideration of non-verbal communication)
- Communication with patient/client is conducted in a manner and environment that demonstrates consideration of confidentiality, privacy and patient's/client's sensitivities

➢ *Collaborates with health care team and others to share knowledge that promotes person-centred care*

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

➢ *Participates as an active member of the healthcare team to achieve optimum health outcomes*

- Collaborates with the health care team and patient/client to achieve optimal outcomes
- Contributes appropriately in team meetings
- Maintains effective communication with clinical supervisors and peers
- Works collaboratively and respectfully with support staff

➢ *Demonstrates respect for a person's rights and wishes and advocates on their behalf*

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

3. MAINTAINS THE CAPABILITY FOR PRACTICE

➢ *Demonstrates commitment to lifelong learning of self and others*

- Links course learning outcomes to own identified learning needs
- Seeks support from others in identifying learning needs
- Seeks and engages a diverse range of experiences to develop professional skills and knowledge
- Supports and encourages the learning of others

➢ *Reflects on practice and responds to feedback for continuing professional development*

- Reflects on activities completed to inform practice
- Plans professional development based on reflection of own practice
- Keeps written record of professional development activities
- Incorporates formal and informal feedback from colleagues into practice

➢ *Demonstrates skills in health education to enable people to make decisions and take action about their health*

- Assists patients/clients and carers to identify reliable and accurate health information

- Patient/client care is based on knowledge and clinical reasoning
- Refers concerns to relevant health professionals to facilitate health care decisions/delivery
- Provides information using a range of strategies that demonstrate consideration of patient/client needs
- Prepares environment for patient/client education including necessary equipment
- Demonstrates skill in patient/client education (e.g. modifies approach to suit patient/client age group, uses principles of adult learning)
- Educates the patient/client in self-evaluation

➢ *Recognises and takes appropriate action when capability for own practice is impaired*

- Identifies when own/other's health/well-being affect safe practice
- Advises appropriate staff of circumstances that may impair adequate work performance
- Demonstrates appropriate self-care and other support strategies (e.g. stress management)

➢ *Demonstrates accountability for decisions and actions appropriate to their role*

- Provides care that ensures patient/client safety
- Provides rationales for care delivery and/or omissions
- Sources information to perform within role in a safe and skilled manner
- Complies with recognised standards of practice

4. COMPREHENSIVELY CONDUCTS ASSESSMENTS

➢ *Completes comprehensive and systematic assessments using appropriate and available sources*

- Questions effectively to gain appropriate information
- Politely controls the assessment to obtain relevant information
- Responds appropriately to important patient/client cues
- Completes assessment in acceptable time
- Demonstrates sensitive and appropriate physical techniques during the assessment process
- Encourages patients/clients to provide complete information without embarrassment or hesitation

➢ *Accurately analyses and interprets assessment data to inform practice*

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

5. DEVELOPS A PLAN FOR NURSING PRACTICE

➢ *Collaboratively constructs a plan informed by the patient/client assessment*

- Uses assessment data and best available evidence to construct a plan
- Completes relevant documentation to the required standard (e.g. patient/client record, care planner and assessment, statistical information)
- Considers organisation of planned care in relation to other procedures (e.g. pain medication, wound care, allied health therapies, other interventions)

➢ *Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes*

- Collaborates with the patient/client to prioritise and formulate short and long term goals
- Formulates goals that are specific, measurable, achievable and relevant, with specified timeframe
- Advises patient/client about the effects of health care

6. PROVIDES SAFE, APPROPRIATE AND RESPONSIVE QUALITY NURSING PRACTICE

➢ *Delivers safe and effective care within their scope of practice to meet outcomes*

- Performs health care interventions at appropriate and safe standard
- Complies with workplace guidelines on patient/client handling
- Monitors patient/client safety during assessment and care provision
- Uses resources effectively and efficiently
- Responds effectively to rapidly changing patient/client situations

➢ *Provides effective supervision and delegates safely within their role and scope of practice*

- Accepts and delegates care according to own or other's scope of practice
- Seeks clarification when directions/decisions are unclear
- Identifies areas of own or other's practice that require direct/indirect supervision
- Recognises unexpected outcomes and responds appropriately

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

- Identifies and responds to incidents of unsafe or unprofessional practice
- Clarifies care delivery which may appear inappropriate

7. EVALUATES OUTCOMES TO INFORM NURSING PRACTICE

➢ *Monitors progress towards expected goals and health outcomes*

- Refers patient/client on to other professional/s
- Begins discharge planning in collaboration with the health care team at the time of the initial episode of care
- Monitors patient/client safety and outcomes during health care delivery
- Records and communicates patient/client outcomes where appropriate

➢ *Modifies plan according to evaluation of goals and outcomes in consultation with relevant health care team and others*

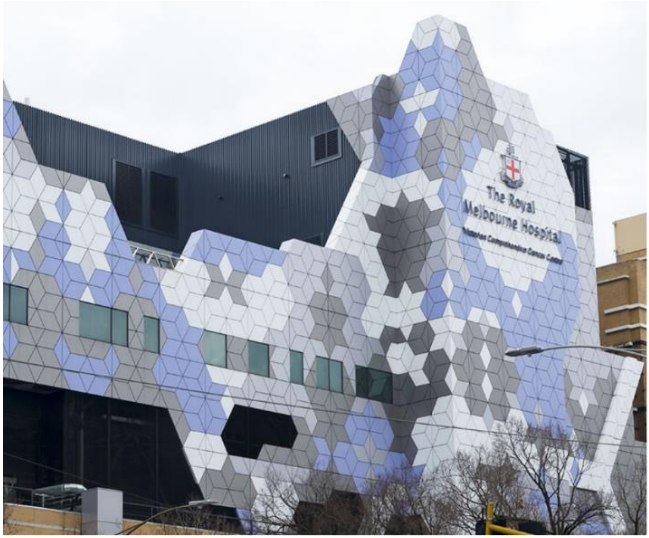
- Questions patient/client or caregiver to confirm level of understanding
- Updates care plans/documentation to reflect changes in care
- Uses appropriate resources to evaluate effectiveness of planned care/treatment

Student Self-Reflection

Each day use the following spaces to reflect on your placement at Melbourne Health.

Tips for self-reflection:

- What did you do well?
- What areas would you like to improve on?
- Overall progress on achieving placement objectives
- Planning and reviewing daily objectives.



The Royal Melbourne Hospital

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Thank you for completing your placement at
The Royal Melbourne Hospital.

Please hand this in to your Clinical Nurse Educator at the middle and end of your clinical placement for your appraisals. You can then keep this booklet for your records.