

Student Name:

Student Number:

Campus:

Bachelor of Nursing

WPE Assessment Tool

NMIH301 - Nursing Care of People with Chronic
Conditions

AUTUMN SESSION 2019

University of Wollongong
Faculty of Science, Medicine and Health
School of Nursing



CLINICAL PLACEMENT CONTACTS

Facility Name: _____ Address: _____

Contact Person: _____ Phone Number: _____

Facility Phone Number: _____

SHIFT DETAILS

1st Day Start Time: _____ Location: _____

AM Shift: _____ PM Shift: _____

CLINICAL SUPERVISOR CONTACTS

Clinical Supervisor Name: _____ Phone Number: _____

UNIVERSITY CONTACTS

For support during clinical placement, including after-hours support, contact:

Nursing WPE Support Line

Phone: 4221 3338

Other Contacts

SMAH Student Placement Team: smah-placements@uow.edu.au

Subject Coordinator: _____ email: _____

ENSURE YOU TAKE THE FOLLOWING WITH YOU ON PLACEMENT

- University student identification card
- Appropriate uniform – consult Facility Information in SONIA
- WPE Assessment Tool
- Copy of NMBA Competency Standards for the Registered Nurse (2016) (hard or soft copy)
- SN Workplace Experience Student Handbook (hard or soft copy)
- De-escalation Skills Certificate (for Mental Health placements)

There are differences in what our partner facilities require of students. You must comply with the requirements of each facility you are placed in. Facility information is provided in your placement details on SONIA.

You must check these details at least two weeks prior to your placement. Some facilities require you to contact them before



commencement of placement, others will have their own induction, orientation and security check requirements in addition to being verified.

Subject Learning Outcomes NMIH301 - Nursing Care of People with Chronic Conditions

On completion of this subject, students should be able to:

- identify commonly occurring chronic conditions across the lifespan and diversity of individuals;
- explain the nature of chronicity and outline the implications for the provision of care for individuals experiencing chronic conditions;
- critically analyse the bio/psycho/social/cultural/politico/economic/environmental factors that are affected or affect individuals with chronic conditions;
- demonstrate their understanding of a person-centred approach to care;
- identify the features of person-centred care that distinguish it from other models of care in practice;
- differentiate and critically analyse the elements of person-centred comprehensive assessments and person-centred focused assessments, identifying the strategies used and the importance of this process apply the nursing process to enhance critical thinking and judgement around nursing practice;
- critically analyse and evaluate the nursing care for individuals with chronic conditions identifying the role of the interdisciplinary team in the collaborative approach to care; apply evidence based practice when caring for people in the clinical environment;
- critically analyse the principles of the habilitation, rehabilitation and palliative phases for a person living with a chronic condition and the implications for the care of individuals in these phases;
- synthesise and integrate a person-centred approach in their nursing care of people living with chronic conditions.

WPE Assessment Tool

The WPE Assessment Tool is your learning and assessment tool for the clinical placement component of the Bachelor of Nursing. It is designed to assist you in analysing and reflecting on your clinical experience and ability in relation to the Nursing and Midwifery Board of Australia Competency Standards for a Registered Nurse (2016) and for the facility staff and/or your clinical supervisor to assess you.

- Clinical assessment consists of student generated learning outcomes and their evaluation, the successful completion of the ANSAT summative assessment and a completed portfolio.
- The WPE Assessment Tool is an integral component of the subject and as such a pass is essential to ensure you pass the subject.
- As this is your learning and assessment tool, **the completion of the WPE Assessment Tool is your responsibility**.

Student Responsibilities

- **Read** and understand the Workplace Experience Student Handbook and WPE Assessment Tool.
- **Check** your clinical placement allocation regularly, on SONIA, and on the day prior to placement commencing.
- Complete all relevant documentation and requirements necessary to attend clinical placements.
- Ensure you have read and understand the Code of Practice - Student Professional Practice policy <http://www.uow.edu.au/about/policy/UOW058662.html>
- Ensure you have your WPE Assessment Tool, Student ID and NMBA RN Standards for Practice (2016) with you at all times on placement.



- Be familiar with all facility information e.g. location, dress code and any pre reading as required by facility. Check SONIA placement details for individual facility information.
- Participate in orientation to the facility and ward/unit e.g. fire procedures, emergency numbers, and unit layout.
- Always take the initiative to introduce yourself to the patients, ward / unit staff and Nurse Unit Manager
- Inform the staff /RN's of Student Learning Goals.
- Seek out learning opportunities in consultation with the facility staff and/or your clinical supervisor.
- Ensure all sections of the WPE Assessment Tool are completed legibly in pen; pencil is not acceptable. Liquid paper is not to be used within this document.
- Reflect on and write down your learning outcomes as they relate to the NMBA RN Standards for Practice (2016) and how you have or have not met these outcomes.
- Ensure the WPE Assessment Tool is completed and lodged on time with your professional portfolio. Late or incomplete submissions may result in you being unsuccessful in the subject.



Clinical Supervisor Responsibilities

- To facilitate a positive learning environment for the students.
- Ensure all students receive orientation at the beginning of each clinical placement. E.g. fire, emergency procedures.
- To assist the facility staff in supporting the student's learning experience.
- Encourage student participation and learning, this does not include setting additional task or assessment for students.
- Provide and/or support appropriate evaluation of the student's clinical ability using the ANSAT assessment.
- Give each student progressive feedback regarding their clinical ability and progress through the completion of the ANSAT assessment, in liaison with the facility staff.
- All documentation must be in pen and signed, alterations are to be initialled.
- Spend appropriate time with each student to ensure an optimal learning experience.
- Work with the student and facility staff to ensure that the student will gain the maximum benefit from the placement.
- Ensure the subject coordinator and/or the SNCT in conjunction with the Director of Clinical Learning is aware of significant issues related to student performance.
- Contact the Student Placement Team with any unresolved issues or concerns you have before, during and after your clinical placement.

Student Individual Learning Goals

As this is your learning experience you need to formulate your learning goals by the **third day** of placement. Not only clinical skills should be included in the goals (e.g. manual handling techniques), but also other aspects of nursing that align with the NMBA RN Standards of Practice (2016).

The notion of students taking responsibility for their own learning is supported by transformational learning theory. Setting your learning goals as early as possible in your placement allows you to have an understanding of the experiences you need to achieve those goals.

You may not be able to achieve all the learning goals you set, it is important for you to reflect on why this occurred and what barriers contributed to this. It is important to understand that flexibility is an essential nursing trait and this applies to the learning experience. If you cannot complete some of your learning goals you need to document this and justify why as part of your reflection on your overall learning in practice.

Formative and Summative ANSAT Assessment

The aim of ANSAT formative assessment is to give constructive feedback regarding the student's progress during their clinical placement.

Completion of the formative ANSAT Assessment is compulsory at the midpoint of the clinical placement.

The formative assessment is to be completed to provide students with formative feedback; this feedback provides students an indication of their strengths and opportunities for improvement and is used to document agreed goals that aim to enable you to work with your clinical supervisor to assist you to be successful in meeting the requirements of this placement experience.

The Summative Assessment is mandatory and must be completed at the end of your clinical placement. This should be completed collaboratively with you and your clinical supervisor once all of your student individual learning outcomes have been documented as complete.

An unsatisfactory Summative ANSAT assessment will only be documented once there has been consultation with the subject coordinator and the School of Nursing Clinical Team in conjunction with the Director of Clinical Learning. Students and clinical supervisors are encouraged to contact the subject coordinator as early as possible in the clinical placement to ensure that all appropriate strategies are put in place to support students who are experiencing difficulties during their clinical placement.





Scope of Practice

Students are accountable for their own scope of practice. The scope of practice for students within the Bachelor of Nursing Program cannot be defined as a simple list of tasks or procedures. The health care environment is a dynamic setting that reflects the needs of individual services and clients and students must frequently incorporate new knowledge and skills into their practice. Therefore, a list of approved activities would quickly become outdated.

Decisions related to scope of practice and participation in clinical skills should be made in consultation with the student, clinical supervisor, subject coordinator and the buddy Registered Nurse. In assessing the suitability of clinical skills related to a student's scope of practice consideration should be given to the:

- Is it in the best interest of the person the student is caring for?
- Is it within the scope of practice for the profession (legislative, professional association guideline documents)?
- Is it accepted practice within your profession?
- Is there organisational support (e.g. guidelines, within job description, management approval)
- Is it within their own scope of practice (Do they have education preparation and clinical practice?)
- Are they competent and confident to perform the task safely?

All issues and concerns relating to a nursing student's scope of practice should be raised with the subject coordinator in the first instance on 42213338.

Submission of WPE Assessment Tool

ATTENDANCE AND CLINICAL SUMMARY

The ANSAT Summative Assessment and attendance sheet are to be uploaded into the Moodle drop box 5 working days after the completion of your clinical placement.



Student-led Conversation with Clinical Supervisors

With the aim of establishing shared values and ways of working, students will have a conversation with their clinical supervisors. Our research has shown that this conversation can help establish healthful relationships that are based on shared decision making and mutual respect. This conversation is intended to be part of a conversation led by you, the student, where you also invite your clinical supervisor to share their values and expectations.

In starting the conversation it is expected that the clinical supervisor provides time to sit quietly with the nursing students either individually or as a group and allows the nursing student to start the conversation and share with you their values, feeling and expectations. This conversation should occur on Day 1 of the placement.

SUGGESTED WAY TO START THE CONVERSATION

As part of the requirements for my placement it would be really helpful to me for us to have a conversation about my values and how I am feeling about my placement.

I would really appreciate if we could spend a few minutes going over this form as it will guide us both through a process of sharing our thoughts about nursing and working with people in clinical practice.

Hello, My Name is -

I value the following when I am in the role of a nurse caring for people in practice

-

I have the following feelings about this workplace experience placement

-

-

I have the following expectations of my experience of clinical supervision during this workplace experience placement

-

Could you please share with me your expectations of me as a nursing student during this workplace experience placement?

-

The following are our agreed ways of working together

-



NMIH301 - Nursing Care of People with Chronic Conditions

STUDENT DETAILS

Family Name:..... First Name:.....
 Student Number:..... Period Covered:/...../..... to/...../.....
 Facility Name:..... Ward/Unit Name:.....

ATTENDANCE RECORD To be completed each day of placement and signed by your clinical supervisor

	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU R	FRI	Total Days Missed
Day/Month											
Hours											
Clinical Supervisor Sign-off (initial)											

CLINICAL SUPERVISOR DECLARATION

Clinical Supervisor Name (print):

	Assessed as satisfactory	Clinical Supervisor Sign and date
Summative ANSAT assessment		

STUDENT DECLARATION

I have checked that all sections of the WPE Assessment Tool are completed in full before signing and submitting this document.

Student signature: Date:/...../.....

This page is to be completed and uploaded into the Moodle drop box titled "Attendance and Clinical Summary"



one week after the completion of your clinical placement. Please note 100% attendance is a mandatory requirement for being successful in all WPE subjects.



Student Individual Learning Goals Sheet – NMIH301 - Nursing Care of People with Chronic Conditions

To be completed by the student:

NMBA (2016) Registered Nurse Standards for Practice	Write a learning outcome for each of the NMBA Nurse Competency Standards for Practice. (To be completed by 3rd day of placement)	Use personal examples from your placement to demonstrate that you have achieved your goals. (To be completed and discussed with your clinical supervisor)
Thinks critically and analyses nursing practice		
Engages in therapeutic and professional relationships		
Maintains the capability for practice		
Comprehensiv ely conducts assessments		



Student Learning Goals Sheet – NMIH301 - Nursing Care of People with Chronic Conditions

To be completed by the student:

NMBA (2016) Registered Nurse Standards for Practice	Write a learning outcome for each of the NMBA Nurse Competency Standards for Practice. (To be completed by 3rd day of placement)	Use personal examples from your placement to demonstrate that you have achieved your goals. (To be completed and discussed with your clinical supervisor)
Develops a plan for nursing practice		
Provides safe, appropriate and responsive quality nursing practice		
Evaluates outcomes to inform nursing practice		



Other Learning Opportunities

You should also seek out other learning opportunities that may arise during your clinical placement. For example, using a Doppler probe to assess perfusion or care of the patient with a colostomy. Extra space is provided below to allow documentation of these. These opportunities require you to reflect on the learning outcomes you gained from this experience.

Description of learning opportunity	What knowledge skills or attributes have you gained from this opportunity?	Clinical Supervisor Sign and date



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Knowledge Overview

	1 st year	2 nd year	3 rd year
Knowledge	<p>Remembering and understanding</p> <ul style="list-style-type: none">• In the first year of the program, the focus is on remembering and understanding• Developing subject knowledge, thinking skills and independent learning skills• Student understanding develops gradually• Students will be asked to identify, describe, list, combine and recall	<p>Applying and analysing</p> <ul style="list-style-type: none">• In the second of the year of the program, the focus is on engaging cognitive process beyond habitual responses• Students learn to apply knowledge learnt in first year and beginning analysis in simple problems• Developing knowledge underpinned by understanding• Students will be asked to compare/contrast, explain, analyse, relate and apply	<p>Evaluating and creating</p> <ul style="list-style-type: none">• In the final year of the program, the role is to deepen a student's understanding of the complex clinical environment• Functioning knowledge requires a solid foundation of declarative knowledge• Students will apply and integrate prior knowledge to enhance approaches to problems• Students will use reasoning and higher order thinking to evaluate and create new knowledge• Students will integrate elements to form a coherent whole; reorganise existing knowledge to form new knowledge• Students will be asked to theorise, generalise, generate, apply concepts, compose, connect, critique, defend, design, evaluate and critically reflect



ANSAT Behavioural Cues

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

ANSAT – Australian Nursing Standards Assessment Tool

FORMATIVE



Student Name:		Student ID:	
Course Name / Code:		Year Level:	
Clinical Setting / Ward:		Placement Dates:	
Assessment type / date:	Formative		

Code:

- 1 = Expected behaviours and practices not performed
- 2 = Expected behaviours and practices performed below the acceptable/satisfactory standard
- 3 = Expected behaviours and practices performed at a satisfactory/pass standard**
- 4 = Expected behaviours and practices performed at a proficient standard
- 5 = Expected behaviours and practices performed at an excellent standard

N/A = not assessed

****Note:** a rating 1 &/or 2 indicates that the STANDARD has NOT been achieved?

Assessment item	Circle one number					
1. <i>Thinks critically and analyses nursing practice</i>						
• Complies and practices according to relevant legislation and local policy	1	2	3	4	5	N/A
• Uses an ethical framework to guide decision making and practice	1	2	3	4	5	N/A
• Demonstrates respect for individual and cultural (including Aboriginal and Torres Strait Islander) preference and differences	1	2	3	4	5	N/A
• Sources and critically evaluates relevant literature and research evidence to deliver quality practice	1	2	3	4	5	N/A
• Maintains the use of clear and accurate documentation	1	2	3	4	5	N/A
2. <i>Engages in therapeutic and professional relationships</i>						
• Communicates effectively to maintain personal and professional boundaries	1	2	3	4	5	N/A
• Collaborates with the health care team and others to share knowledge that promotes person-centred care	1	2	3	4	5	N/A
• Participates as an active member of the healthcare team to achieve optimum health outcomes	1	2	3	4	5	N/A
• Demonstrates respect for a person's rights and wishes and advocates on their behalf	1	2	3	4	5	N/A
3. <i>Maintains the capability for practice</i>						
• Demonstrates commitment to life-long learning of self and others	1	2	3	4	5	N/A
• Reflects on practice and responds to feedback for continuing professional development	1	2	3	4	5	N/A
• Demonstrates skills in health education to enable people to make decisions and take action about their health	1	2	3	4	5	N/A
• Recognises and responds appropriately when own or other's capability for practice is impaired	1	2	3	4	5	N/A
• Demonstrates accountability for decisions and actions appropriate to their role	1	2	3	4	5	N/A
4. <i>Comprehensively conducts assessments</i>						
• Completes comprehensive and systematic assessments using appropriate and available sources	1	2	3	4	5	N/A
• Accurately analyses and interprets assessment data to inform practices	1	2	3	4	5	N/A
5. <i>Develops a plan for nursing practice</i>						
• Collaboratively constructs a plan informed by the patient/client assessment	1	2	3	4	5	N/A
• Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes	1	2	3	4	5	N/A
6. <i>Provides safe, appropriate and responsive quality nursing practice</i>						
• Delivers safe and effective care within their scope of practice to meet outcomes	1	2	3	4	5	N/A
• Provides effective supervision and delegates care safely within their role and scope of practice	1	2	3	4	5	N/A
• Recognise and responds to practice that may be below expected organisational, legal or regulatory standards	1	2	3	4	5	N/A
7. <i>Evaluates outcomes to inform nursing practice</i>						
• Monitors progress toward expected goals and health outcomes	1	2	3	4	5	N/A
• Modifies plan according to evaluation of goals and outcomes in consultation with the health care team and others	1	2	3	4	5	N/A

GLOBAL RATING SCALE - In your opinion as an assessor of student performance, *relative to their stage of*



practice, the overall performance of this student in the clinical unit was:

Unsatisfactory Limited Satisfactory Good Excellent

DISCUSSED: YES NO

ADDITIONAL PAPERWORK: YES NO

DATE: _____

NAME: _____

SIGNATURE: _____

***complete this section ONLY if
this is a summative assessment**

**Passed: YES
 NO**

ASSESSOR FEEDBACK:

1. Thinks critically and analyses nursing practice
2. Engages in therapeutic and professional relationships
3. Maintains 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
Signature: _____ Date: _____

STUDENT COMMENTS:

Signature: _____

Date: _____

Scoring rules:

- Circle N/A (not assessed) **ONLY** if the student has not had an opportunity to demonstrate the behaviour
- If an item is not assessed it is not scored and the total ANSAT score is adjusted for the missed item
- Circle **ONLY ONE** number for each item
- If a score falls between numbers on the scale the higher number will be used to calculate a total
- Evaluate the student's performance against the **MINIMUM** practice level expected for their level of education

ANSAT – Australian Nursing Standards Assessment Tool



SUMMATIVE

Student Name:		Student ID:	
Course Name / Code:		Year Level:	
Clinical Setting / Ward:		Placement Dates:	
Assessment type / date:	Summative		

- Code:** 1 = Expected behaviours and practices not performed
 2 = Expected behaviours and practices performed below the acceptable/satisfactory standard
3 = Expected behaviours and practices performed at a satisfactory/pass standard
 4 = Expected behaviours and practices performed at a proficient standard
 5 = Expected behaviours and practices performed at an excellent standard
 N/A = not assessed
****Note:** a rating 1 &/or 2 indicates that the STANDARD has **NOT** been achieved

Assessment item	Circle one number					
1. <i>Thinks critically and analyses nursing practice</i>						
• Complies and practices according to relevant legislation and local policy	1	2	3	4	5	N/A
• Uses an ethical framework to guide decision making and practice	1	2	3	4	5	N/A
• Demonstrates respect for individual and cultural (including Aboriginal and Torres Strait Islander) preference and differences	1	2	3	4	5	N/A
• Sources and critically evaluates relevant literature and research evidence to deliver quality practice	1	2	3	4	5	N/A
• Maintains the use of clear and accurate documentation	1	2	3	4	5	N/A
2. <i>Engages in therapeutic and professional relationships</i>						
• Communicates effectively to maintain personal and professional boundaries	1	2	3	4	5	N/A
• Collaborates with the health care team and others to share knowledge that promotes person-centred care	1	2	3	4	5	N/A
• Participates as an active member of the healthcare team to achieve optimum health outcomes	1	2	3	4	5	N/A
• Demonstrates respect for a person's rights and wishes and advocates on their behalf	1	2	3	4	5	N/A
3. <i>Maintains the capability for practice</i>						
• Demonstrates commitment to life-long learning of self and others	1	2	3	4	5	N/A
• Reflects on practice and responds to feedback for continuing professional development	1	2	3	4	5	N/A
• Demonstrates skills in health education to enable people to make decisions and take action about their health	1	2	3	4	5	N/A
• Recognises and responds appropriately when own or other's capability for practice is impaired	1	2	3	4	5	N/A
• Demonstrates accountability for decisions and actions appropriate to their role	1	2	3	4	5	N/A
4. <i>Comprehensively conducts assessments</i>						
• Completes comprehensive and systematic assessments using appropriate and available sources	1	2	3	4	5	N/A
• Accurately analyses and interprets assessment data to inform practices	1	2	3	4	5	N/A
5. <i>Develops a plan for nursing practice</i>						
• Collaboratively constructs a plan informed by the patient/client assessment	1	2	3	4	5	N/A
• Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes	1	2	3	4	5	N/A
6. <i>Provides safe, appropriate and responsive quality nursing practice</i>						
• Delivers safe and effective care within their scope of practice to meet outcomes	1	2	3	4	5	N/A
• Provides effective supervision and delegates care safely within their role and scope of practice	1	2	3	4	5	N/A
• Recognise and responds to practice that may be below expected organisational, legal or regulatory standards	1	2	3	4	5	N/A
7. <i>Evaluates outcomes to inform nursing practice</i>						

<ul style="list-style-type: none"> Monitors progress toward expected goals and health outcomes Modifies plan according to evaluation of goals and outcomes in consultation with the health care team and others 	1	2	3	4	5	N/A
	1	2	3	4	5	N/A

GLOBAL RATING SCALE - In your opinion as an assessor of student performance, relative to their stage of practice, the overall performance of this student in the clinical unit was:

Unsatisfactory **Limited** **Satisfactory** **Good**
Excellent

DISCUSSED: YES NO ADDITIONAL PAPERWORK: YES NO

DATE: _____

NAME: _____

SIGNATURE: _____

***complete this section ONLY if this is a summative assessment**

Passed: YES
NO

SUMMATIVE ASSESSOR FEEDBACK:

1. What has the student done well throughout this placement?

2. What strategies can the student use to advance their learning in future placements?

3. Any further comments?

Signature: _____ Date: _____

STUDENT COMMENTS:

Signature: _____ Date: _____

Scoring rules:

- Circle N/A (not assessed) ONLY if the student has not had an opportunity to demonstrate the behaviour
- If an item is not assessed it is not scored and the total ANSAT score is adjusted for the missed item
- Circle ONLY ONE number for each item
- If a score falls between numbers on the scale the higher number will be used to calculate a total
- Evaluate the student's performance against the MINIMUM practice level expected for their level of education



Solution Focused Formative Feedback

This form is to be used by students and clinical supervisors to identify learning opportunities and develop collaboratively agreed strategies for improvement. This form is designed to assist students to be proactive in their own learning and to work with their clinical supervisor and subject coordinator. All feedback provided should be future focused, hopeful and suggest the issues identified are temporary. Any concerns regarding feedback from either students or clinical supervisors should be directed to the subject coordinator via email or the WPE support line 42213338.

Date _____

Student Name _____ Student Number: _____

Location of Clinical Placement _____

Issue 1 _____

Student rating /10 Rating required at end of placement /10

Supervisor rating /10

Agreed strategies for improvement

Issue 2 _____

Student rating /10 Rating required at end of placement /10

Supervisor rating /10

Agreed strategies for improvement

Issue 3 _____

Student rating /10 Rating required at end of placement /10

Supervisor rating /10

Agreed strategies for improvement

Solution Focused Formative Feedback



Date _____

Student Name _____ Student Number: _____

Location of Clinical Placement _____

Issue 1 _____

Student rating /10 Rating required at end of placement /10

Supervisor rating /10

Agreed strategies for improvement

Issue 2 _____

Student rating /10 Rating required at end of placement /10

Supervisor rating /10

Agreed strategies for improvement

Issue 3 _____

Student rating /10 Rating required at end of placement /10

Supervisor rating /10

Agreed strategies for improvement

Notes

