



University of New England
School of Health

Professional Entry Nursing Courses
CLINICAL RECORD BOOK

HSNS207
Foundations of Nursing in the Australian Context

STUDENT NAME:

JERRY C. VENANCIO

STUDENT CONTACT TELEPHONE:

0404220662

STUDENT ID NUMBER:

220252099

HOSPITAL/HEALTH AGENCY:

FORT MACQUARIE BASE HOSPITAL

PRECEPTOR/FACILITATOR/
CLINICAL PARTNER:

LISA VICKERY

PRECEPTOR CONTACT TELEPHONE:

0255242239

LOCATION (eg: town name):

FORT MACQUARIE BASE HOSPITAL

WARD/UNIT:

1B MEDICAL

PLACEMENT DATES:

FROM 17/01/22 TO 11/02/22

For more information, additional copies of documents or questions related to your Clinical Record Book please contact the Clinical School staff.

Your Clinical Record Books have been designed to provide a record of your clinical placement experience. This record will provide you with guidance for your clinical development. You are personally responsible for your Clinical Record Book and you are required to follow the following instructions

- Show your clinical book to your Clinical Partner/Facilitator when you commence your clinical placement to discuss your requirements for the placements.
- Keep this Clinical Record Book with you at all times during your clinical placements.
- Keep it clear from food and drinks.
- Do not use white out/ correction fluid or tape under ANY circumstances
- *Whilst on Clinical placement if no one is available to complete your clinical placement booklet, contact the Clinical Coordinator and they will negotiate with the agency for a report to be completed and forwarded to this university.*

CHECK LIST

DO THIS NOW

- Write your name, contact telephone number and student number on the front cover of this book.
- Complete your goals for this placement in your Clinical Record Book

DO THIS EVERY DAY

- Complete your *Daily Attendance Time Sheet* and have your Clinical Partner/Facilitator sign it.

DO THIS BEFORE YOU LEAVE THE PLACEMENT

- Make sure your Clinical Partner/Facilitator has signed your *Procedures Check List* for procedures performed during this placement.
- Ensure your Clinical Partner/Facilitator has completed and signed your final assessment (ANSAT).
- Review your *Personal Goals* set for this placement; date those you have achieved. Ask your Clinical Partner/Facilitator to help you identify goals for your next placement (if applicable).

AT THE CONCLUSION OF THIS PLACEMENT

- Submit your completed clinical record book into the Moodle site.
- You **MUST** keep your original clinical record book as it may be called on for auditing purposes.

CONTACT INFORMATION



The Clinical Office

Clinical Placement Asistants

Kellie Lockyer
Alisa Kennedy

Contact details:

Phone: 6773 4388
Email nursingplacements@une.edu.au

Work Integrated Learning

Jillian Fitzgerald

Coordinator: Contact details:

Phone: 6773 4388
Email fcpwil_coord@une.edu.au

**Students are reminded to contact the Clinical Office Staff
via the AskUNE system.**

**If we are unable to answer your call please leave your name, brief
description of message, contact details and time you called and we will
return your call as soon as possible.**

Clinical Coordinator - Academic:

Liz Ryan

Contact details:

Email: fcpnursing_academic@une.edu.au
Mobile: 0407 414 577

Clinical goals can be viewed as a well thought out itinerary for your learning. They can give you guidance through clinical experience, keep you focused on the most important areas and can be used to communicate to others, such as your preceptor or Clinical Facilitator RN. They can offer information such as what you hope to achieve during your clinical experience and where your interests lie.

Clinical goals may be prescribed (such as the competencies you need to achieve in your clinical placement book and you may also develop your own. In any sense the goals should be SMART (Fowler, 1998, cited in Levett-jones & Bourgeois, 2011 2nd Edition).

- S** Specific
- M** Measurable
- A** Achievable
- R** Realistic
- T** Timely

Learning goals help you become a safe, effective, competent and confident registered nurse. Your goals will become progressively more sophisticated as you proceed through the program and each semester they will build upon and consolidate what you have already learnt.

When developing clinical goals you should consider the following

- What do I want to learn? (goal)
- Why do I want to learn it? (rational)
- How are you going to learn it? (strategy)
- How are you going to prove that you have achieved your goal? (evidence)

Goal	Rational	Strategy	Evidence
What do I want to learn?	Why do I want to learn it?	How am I going to learn it?	How am I going to prove that I have achieved my objective?
ADMINISTERING MEDICATIONS	I want to learn about administering medication competently and gaining knowledge on how to execute.	I am going to learn by reading the manuals and asking myself to watch my nurses how they properly give medication.	- I can say I achieved my objective by letting me manage my medication with patient lead and nurses supervision over.
SHARPER SCAMMING	I want to learn about this in order to gain more knowledge and skills for me	- Reading about it and willingness to learn if have the opportunity.	- I can say I achieved my goal due to willingness to learn the procedure and gaining more knowledge about it
PROPER DOCUMENTATION	I want to learn it because all the progress of patients need to be documented and knowing codes help on it.	- I am going to learn by asking supervision with the nurses to help me have the skills and knowledge about it	- I have achieved my objective by providing comprehensive and precise accurate information about patients progression on their conditions.
MANAGING my TIME PROPERLY	I want to learn and enhance my skills how to properly manage my time in order to avoid rushing.	- Need to balance and have a prioritization in order to provide every patient a quality of service	- I have achieved my objective by capturing my patients and giving them safe treatment and ending my shift with patient
APPLY TECHNIQUE INVASIVE DEVICES	I want to learn further in order patients how to properly execute invasive techniques	- Eagerness and willingness is my key to learn and not wasting every opportunity I will have and asking to the nurses	- I have the knowledge and skills provided by the nurses I can say I achieved my goal by letting the nurses perform complex wound dressing to a patient with their supervision.

CLINICAL PLACEMENT ATTENDANCE RECORD



Day	Date	Time Start	Time Finish	Total Hours	Facilitator/ preceptor Name, Signature, and Designation
Week 1					
Monday	17/01/22	0700	1530	8 HOURS	<i>[Signature]</i> JLONG
Tuesday	18/01/22	0700	1530	8 HOURS	<i>[Signature]</i> JLONG
Wednesday	19/01/22	0700	1530	8 HOURS	<i>[Signature]</i> A James RN
Thursday	20/01/22	0700	1530	8 HOURS	<i>[Signature]</i> James (TCMS) RN
Friday	21/01/22	0700	1530	8 HOURS	<i>[Signature]</i> Corrigan RN
Saturday					
Sunday					
Week 2					
Monday	24/01/22	0700	1530	8 HOURS	<i>[Signature]</i> Bec Dwyer (RN) RN
Tuesday	25/01/22	0700	1530	8 HOURS	<i>[Signature]</i> R. James (TCMS) RN
Wednesday	26/01/22	0700	1530	8 HOURS	<i>[Signature]</i> A James RN
Thursday	27/01/22	0700	1530	8 HOURS	<i>[Signature]</i> H. Moorey RN NIMCOONEY
Friday	28/01/22	0700	1530	8 HOURS	<i>[Signature]</i> H. Moorey RN NIMCOONEY
Saturday					
Sunday					
Week 3					
Monday	31/01/22	0700	1530	8 HOURS	<i>[Signature]</i> K Anderson RN
Tuesday	01/02/22	0700	1530	8 HOURS	<i>[Signature]</i> K Anderson RN
Wednesday	02/02/22	0700	1530	8 HOURS	<i>[Signature]</i> A James
Thursday	03/02/22	0700	1530	8 HOURS	<i>[Signature]</i> K. James RN
Friday	04/02/22	0700	1530	8 HOURS	<i>[Signature]</i> RN
Saturday					
Sunday					
Week 4					
Monday	07/02/22	0700	1530	8 HOURS	<i>[Signature]</i> Ben Cohen RN
Tuesday	08/02/22	0700	1530	8 HOURS	<i>[Signature]</i> K Anderson RN
Wednesday	09/02/22	0700	1530	8 HOURS	<i>[Signature]</i> James RN
Thursday	10/02/22	0700	1530	8 HOURS	<i>[Signature]</i> Conard RN
Friday	11/02/22	0700	1530	8 HOURS	<i>[Signature]</i> M. Geronimi RN
Saturday					
Sunday					

No crediting of sick days/missed days/public holidays must be 'made up' either on this or on future placements, before the completion of the degree

PROCEDURE ACHIEVEMENT SUMMARY

The following lists the skills that the student nurse has received theoretical and/or practical education (i.e. their scope of practice)

A Registered Nurse is requested to sign and date the procedures in the appropriate column.

Students are expected to comply with local healthcare policy in the practice of any skill



Skills for consolidation this placement	Safe practice demonstrated		Needs more supervised practice	
	RN Signature	Date	RN Signature	Date
The initial and ongoing nursing assessment of a client/patient	R Jones	23/01/22		
Managing the care of a client/patient	R Jones	22/01/22		
Managing medication Administration	R Jones	22/01/22		
Clinical handover	R Jones	20/01/22		
Document and interpret a basic care plan and integrated patient notes		21/01/22		
General Assessment				
Assessing/recording/interpreting of vital signs (BP, HR, RR, SPO2, AVPU, Temp, Pain score)	R Jones	18/01/22		
Assessing/recording/interpreting of BCL	R Jones	20/01/22		
Assessing/recording/interpreting of height, weight and waist circumference	R Jones	24/01/22		
Responding to changes in a patient's condition (recognition of the deteriorating patient)	R Jones	17/01/22		
Bladder scanning	R Jones	16/01/22		
Comprehensive pain assessment	R Jones	21/01/22		
Pressure area assessment	R Jones	21/01/22		
Falls risk assessment	R Jones	24/01/22		
Pre/Post-operative assessment	R Jones	24/01/22		
Infection Control				
Standard/additional precautions (including PPE)	R Jones	18/01/22		
Hand hygiene	R Jones	16/01/22		
Disposal of sharps	R Jones	16/01/22		
Managing blood and body fluid spills	R Jones	15/01/22		
Aseptic Technique/Invasive devices				
Aseptic Non Touch Technique	R Jones	16/01/22		
Collection of a specimen (MSU, CSU, Faeces, wound swab)	R Jones	27/01/22		
Removal of an IVC	R Jones	18/01/22		
Removal of sutures/staples/clips	R Jones	25/01/22		
Wound care (including appropriate assessments)	R Jones	28/01/22		
<ul style="list-style-type: none"> Dry Dressing Complex wounds (including Irrigation, packing, etc) 	R Jones	18/01/22		

	Safe practice demonstrated	Needs more supervised practice		
	RN Signature	Date	RN Signature	Date
Patient Care				
Managing an appropriate patient load	ESJ	2/26/12		
Assisting patients with nutritional needs (excluding patients with swallowing difficulties)	RJams	2/26/12		
Assisting with hygiene across the lifespan (mouth care, shaving, hair care and nail care, etc)	RJams	2/26/12		
Assisting with personal hygiene across the lifespan (bed, bath or assisted shower)	RJams	2/26/12		
Assisting with general elimination needs (toileting, bed pans, urinals, commodes)	RJams	2/26/12		
Assisting with mobility and use of mobility aids	RJams	2/26/12		
Assisting with pressure area care	RJams	2/26/12		
Assisting with lifting and positioning of patients using safe manual handling techniques	RJams	2/26/12		
Basic life support				
Care of body after death	RJams	2/26/12		
Culturally competent/culturally safe care	RJams	2/26/12		
Communication and Documentation				
Effective patient communication	RJams	2/26/12		
Patient education	RJams	2/26/12		
Medication administration (adults & children)				
Calculate and administer doses of medications:				
• Oral	RJams	2/26/12		
• Sublingual/buccal	RJams	2/26/12		
• Topical/transdermal	RJams	2/26/12		
• IV/PR	RJams	2/26/12		
• Otic/Ocular	RJams	2/26/12		
• Intranasal	RJams	2/26/12		
• Intramuscular/subcutaneous	RJams	2/26/12		

Drug Name Generic Name Trade Name(s)	Drug Action	Indications	Contraindications	Adverse effects	Normal Dosage, frequency and routes of administration
HYDRALAZIN KARVENA	-BLOOD PRESSURE LOWERING MEDICINE CALLED AN ANTIDENGIN RECEPTOR BLOCKER RELAXES AND WIDENS BLOOD VESSELS	HYPERTENSION * KIDNEYS BE FORK TO ADMINISTER	-HIGH LEVELS OF POTASSIUM IN THE BLOOD -PAINFULLY STIFF JOINTS -LOW BLOOD PRESSURE -DECREASED KIDNEY FUNCTION -PREGNANCY -PERIPHERAL BLOOD CIRCULATION.	-DIZZINESS -HEADACHE -FEELING OF HEAVY SICK -NAUSEA OR VOMITING -LOW BLOOD PRESSURE -DARRHAEA	* POOL ORAL DO SALES FOLLO (TABLETS) * POOL HIGH BLOOD PRESSURE ADULTS 150mg QW ADULTS - 300mg QW ADULTS * POOL DIABETIC WITH HYPERLIPIDEMIA ADULTS 300mg ONCE A DAY
FUROSEMIDE URIX	-LOOP DIURETIC MEDICATION USED TO TREAT FLUID BUILD UP DUE TO HEART FAILURE, LIVER STRAINING, OR KIDNEY DYSFUNCTION. IT MAY ALSO BE USED FOR TREATMENT OF HIGH BLOOD PRESSURE	* DIURETIC	-DIABETES -A TYPE OF JOINT DISORDER DUE TO EXCESS URIC ACID IN THE BLOOD CALLED GOUT. -LOW AMOUNT OF MAGNESIUM IN THE BLOOD -LOW AMOUNT OF CALCIUM IN THE BLOOD -LOW AMOUNT OF POTASSIUM IN THE BLOOD	-PERNITIOUS NAUSEA -PERNITIOUS VOMITING -PERNITIOUS HEADACHE -PERNITIOUS CONFUSION OR DIZZINESS -PERNITIOUS CONSTIPATION -PERNITIOUS ANOREXIA	* POOL ORAL PREPARATION (FROM SOLUTION OR TABLETS) * POOL FROM 20-80mg QD ADULTS - CHILDREN 2mg/kg QD * POOL HIGH BLOOD PRESSURE ADULTS 40mg TID ADULTS - CHILDREN 1-2mg/kg QD
ENOXAPARIN CLEXANE	-STOPS UNWANTED BLOOD CLOTS FROM FORMING AND CAN STOP ANY BLOOD CLOTS THAT HAVE ALREADY FORMED FROM ENOXAPARIN BLENDED	* ANTICOAGULANT	-BRAIN OVERLOAD -ALTERATION ON THE SPINE -BUT SWELLING -RABBITE RETHINOPATHY -INCREASED RISK OF BLEEDING DUE TO CERTAIN DISORDERS -DECREASED IN PLATELET FUNCTION IN INJECTION SITE -DEEP VEIN THROMBOSIS -DEEP VEIN PHLEBITIS -DEEP VEIN THROMBOSIS	-PAIN, SWELLING OR IRRITATION AT THE INJECTION SITE AFTER CLEXANE HAS BEEN GIVEN -MILD INFLAMED NODULES AT THE INJECTION SITE -IT MAY BE PAINFUL AT THE INJECTION SITE -BLEEDING AT THE INJECTION SITE	* 20mg - 40mg INJECTION PREPARED BY NURSING STAFF TO SEE * 60mg, 80mg - 100mg PREPARED BY NURSING STAFF WITH MONITORING AND RECORDS TO SEE * DEEP SUBCUTANEOUS INJECTION

ADDITIONAL ACTIVITIES



Record details of any additional activities such as in services or learning opportunities. Further pages can be copied/printed and added as required.

Name/Details of activity	
Attachments (eg. Attendance certificate)	
Summary of learning What have you learnt? How the CPD activity contributes to your body of knowledge and skills?	
Outcomes How can you apply this learning to your work and integrate the knowledge and findings into your practice?	
Further learning What further learning could you undertake?	

Name/Details of activity	
Attachments (eg. Attendance certificate)	
Summary of learning What have you learnt? How the CPD activity contributes to your body of knowledge and skills?	
Outcomes How can you apply this learning to your work and integrate the knowledge and findings into your practice?	
Further learning What further learning could you undertake?	

Student Name:	JERRY VENANCIO	Student ID:	220252099
Course Name / Code:	HSNS 207	Year Level:	FIRST YEAR
Clinical Setting / Ward:	1B	Placement Dates:	17/01/2022-11-04/22
Assessment type / date:	Interim/Formative (at end of two weeks)		

- 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. Thinks critically and analyses nursing practice						
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. Engages in therapeutic and professional relationships						
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. Maintains the capability for practice						
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. Comprehensively conducts assessments						
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. Develops a plan for nursing practice						
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. Provides safe, appropriate and responsive quality nursing practice						
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. Evaluates outcomes to inform nursing practice						
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: 28.1.22

NAME: KSIIMOU JCF.

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?

Managed a two person patient load of one shift, administered all medications. Clear accurate comprehensive documentation observed.

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

Increase knowledge and confidence on flowchart including how to order JMO requests by attending these tasks on shift under supervision.

3. Any further comments?

Kind, professional, enthusiastic student who takes all opportunities to learn

SUPERVISOR COMMENTS:

as above

Signature: _____



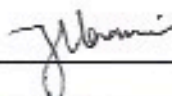
Date: _____

28.1.22

STUDENT COMMENTS:

- IT WAS A VERY CHALLENGING EXPERIENCE GIVING ME A PATIENT LOAD ON MY 2ND WEEK OF MY PLACEMENT WITH PROPER SUPERVISION OF OUR NURSES.

Signature: _____



Date: _____

28.1.22

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

Student Name:	JERRY VENANCIO	Student ID:	220252099
Course Name / Code:	HSNS 207	Year Level:	FIRST YEAR
Clinical Setting / Ward:	1B	Placement Dates:	17/01/22 - 11/02/22
Assessment type / date:	Final/Summative (at end of placement)		

- Code: 1 - Expected behaviours and practices not performed
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• 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. Engages in therapeutic and professional relationships						
• 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. Maintains the capability for practice						
• 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. Comprehensively conducts assessments						
• Completes comprehensive and systematic assessments using appropriate and available sources	1	2	3	4	5	N/A
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• 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. Provides safe, appropriate and responsive quality nursing practice						
• Delivers safe and effective care within their scope of practice to meet outcomes	1	2	3	4	5	N/A
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• Recognise and responds to practice that may be below expected organisational, legal or regulatory standards	1	2	3	4	5	N/A
7. Evaluates outcomes to inform nursing practice						
• 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: 9.2.22

NAME: Ksima

JCF

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?

Planned and executed care for a fair patient load under supervision of ward CNE.


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

Become more confident with local anaesthetic infiltration
Review local procedures; identify opportunities to look after them

3. Any further comments?

SUPERVISOR COMMENTS:

Kind active clinician who always seeks learning opportunities.

Signature:  KUMAR JCF Date: 9.2.22

STUDENT COMMENTS:

- IT WAS A VERY GOOD EXPERIENCE, LEARNED A LOT OF KNOWLEDGE IN NURSING. ESPECIALLY HAVING A PATIENT LOAD HOW TO PROPERLY MANAGE TIME.

Signature:  Date: 11.02.22

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- 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