



**University of New England  
School of Health**

**Professional Entry Nursing Courses**

**CLINICAL RECORD BOOK**

**HSNS207  
Foundations of Nursing in the Australian Context**

<b>STUDENT NAME:</b>	JERRY C. VENANCIO
<b>STUDENT CONTACT TELEPHONE:</b>	0404220662
<b>STUDENT ID NUMBER:</b>	220252099
<b>HOSPITAL/HEALTH AGENCY:</b>	PORT MACQUARIE BASE HOSPITAL
<b>PRECEPTOR/FACILITATOR/ CLINICAL PARTNER:</b>	LISA VICKERY
<b>PRECEPTOR CONTACT TELEPHONE:</b>	02 55242239
<b>LOCATION (eg: town name):</b>	PORT MACQUARIE BASE HOSPITAL
<b>WARD/UNIT:</b>	1B MEDICAL
<b>PLACEMENT DATES:</b>	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.

## CONTACT INFORMATION



### The Clinical Office

#### Clinical Placement Asistants

Kellie Lockyer  
Alisa Kennedy

#### Contact details:

Phone: 6773 4388  
Email [nursingplacements@une.edu.au](mailto:nursingplacements@une.edu.au)

#### Work Integrated Learning

Jillian Fitzgerald

#### Coordinator: Contact details:

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**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:

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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 LIVE MEDICATION	- I CAN SAY I ACHIEVED MY OBJECTIVE BY LETTING ME MANAGE MY MEDICATION WITH PATIENT LOAD AND NURSES SUPERVISION ON ME.
BUDGET SCANNING	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 BY TO WILLINGNESS TO LEARN THE PROCEDURE AND GAINING MORE KNOWLEDGE ABOUT IT
PROPER DOCUMENTATION FAMILY ARISING IN PROCESS NOTES	I WANT TO LEARN IT BECAUSE ALL THE PROBLEMS OF PATIENTS NEED TO BE DOCUMENTED AND KNOWING DOCTORS DEPEND 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 PROBLEMS 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 BUSHING.	- NEED TO BALANCE AND HAVE A PRIORITY IN ORDER TO PROVIDE EVERY PATIENT A QUALITY OF SERVICE	- I HAVE ACHIEVED MY OBJECTIVE BY SCHEDULE MY PATIENTS AND GIVING THEM SANS WITH PATIENT AND FINDING MY SHIFT OFF PATIENT
ASSESS TECHNIQUE INVASIVE DEVICES	I WANT TO LEARN FURTHER IN ORDER PATIENTS HOW TO PROPERLY EXECUTE ASSESS TECHNIQUE	- TAKEWESS AND WILLINGNESS IS MY KEY TO LEARN AND NOT WASTING EVERY OPPORTUNITY I WILL HELP AND ASKING TO THE NURSES	- HAVE THE KNOWLEDGE AND SKILLS PROVIDED BY THE NURSES I CAN SAY I ACHIEVED MY GOAL BY LETTING THE NURSES SUPERVISED COMPLEX WOUND DRESSING TO A PATIENT WITH THE SUPERVISION.

# CLINICAL PLACEMENT ATTENDANCE RECORD



Day	Date	Time Start	Time Finish	Total Hours	Facilitator/ preceptor Name, Signature, and Designation
<b>Week 1</b>					
Monday	17/01/22	0700	1530	8 Hours	<i>[Signature]</i> 2Lans <span style="float: right; font-size: small;">M. C. M. 2022 RN RN RN</span>
Tuesday	18/01/22	0700	1530	8 Hours	<i>[Signature]</i> 2Lans
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> (TCMS) RN
Friday	21/01/22	0700	1530	8 Hours	<i>[Signature]</i> Korrigan RN
Saturday					
Sunday					
<b>Week 2</b>					
Monday	24/01/22	0700	1530	8 Hours	<i>[Signature]</i> Bec Dwyer (RN) RD
Tuesday	25/01/22	0700	1530	8 Hours	<i>[Signature]</i> R Jomo (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> RN, N Moorey
Friday	28/01/22	0700	1530	8 Hours	<i>[Signature]</i> RN, N Moorey
Saturday					
Sunday					
<b>Week 3</b>					
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> RN
Friday	04/02/22	0700	1530	8 Hours	<i>[Signature]</i> RN
Saturday					
Sunday					
<b>Week 4</b>					
Monday	07/02/22	0700	1530	8 Hours	<i>[Signature]</i> Ben Coburn 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> A James RN
Thursday	10/02/22	0700	1530	8 Hours	<i>[Signature]</i> RN
Friday	11/02/22	0700	1530	8 Hours	<i>[Signature]</i> 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 RN Signature	Date	Needs more supervised practice RN Signature	Date
The initial and ongoing nursing assessment of a client/patient	RJono	29/01/22		
Managing the care of a client/patient	RJono	27/01/22		
Managing medication Administration	RJono	20/01/22		
Clinical handover	RJono	20/01/22		
Document and interpret a basic care plan and integrated patient notes		21/01/22		
<b>General Assessment</b>				
Assessing/recording/interpreting of vital signs (BP, HR, RR, SPO2, AVPU, Temp, Pain score)	RJono	18/01/22		
Assessing/recording/interpreting of BGL	RJono	20/01/22		
Assessing/recording/interpreting of height, weight and waist circumference	RJono	24/01/22		
Responding to changes in a patient's condition (recognition of the deteriorating patient)	RJono	17/01/22		
Bladder scanning	RJono	18/01/22		
Comprehensive pain assessment	RJono	27/01/22		
Pressure area assessment	RJono	21/01/22		
Falls risk assessment	RJono	28/01/22		
Pre/Post-operative assessment	RJono	24/01/22		
<b>Infection Control</b>				
Standard/additional precautions (including PPE)	RJono	18/01/22		
Hand hygiene	RJono	18/01/22		
Disposal of sharps	RJono	18/01/22		
Managing blood and body fluid spills	RJono	25/01/22		
<b>Aseptic Technique/Invasive devices</b>				
Aseptic Non Touch Technique	RJono	18/01/22		
Collection of a specimen (MSU, CSU, Faeces, wound swab)	RJono	27/01/22		
Removal of an IVC	RJono	18/01/22		
Removal of sutures/staples/clips	RJono	25/01/22		
Wound care (including appropriate assessments)	RJono	28/01/22		
• Dry Dressing	RJono	18/01/22		
• Complex wounds (including irrigation, packing, etc)	RJono	27/01/22		

	Safe practice demonstrated RN Signature	Date	Needs more supervised practice RN Signature	Date
<b>Patient Care</b>				
Managing an appropriate patient load	RJ RJ	29/01/12		
Assisting patients with nutritional needs (excluding patients with swallowing difficulties)	RJ RJ	26/01/12		
Assisting with hygiene across the lifespan (mouth care, shaving, hair care and nail care, etc)	RJ RJ	29/01/12		
Assisting with personal hygiene across the lifespan (bed, bath or assisted shower)	RJ RJ	29/01/12		
Assisting with general elimination needs (toileting, bed pans, urinals, commodes)	RJ RJ	29/01/12		
Assisting with mobility and use of mobility aids	RJ RJ	29/01/12		
Assisting with pressure area care	RJ RJ	29/01/12		
Assisting with lifting and positioning of patients using safe manual handling techniques	RJ RJ	29/01/12		
Basic life support				
Care of body after death	RJ RJ	29/01/12		
Culturally competent/culturally safe care	RJ RJ	29/01/12		
<b>Communication and Documentation</b>				
Effective patient communication	RJ RJ	29/01/12		
Patient education	RJ RJ	29/01/12		
<b>Medication administration (adults &amp; children)</b>				
Calculate and administer doses of medications:	RJ RJ	29/01/12		
• Oral	RJ RJ	29/01/12		
• Sublingual/buccal	RJ RJ	29/01/12		
• Topical/transdermal	RJ RJ	29/01/12		
• PV/PR	RJ RJ	29/01/12		
• Otic/Ocular	RJ RJ	29/01/12		
• Intranasal	RJ RJ	29/01/12		
• Intramuscular/subcutaneous	RJ RJ	29/01/12		

Drug Name Generic Name Trade Name(s)	Drug Action	Indications	Contraindications	Adverse effects	Normal Dosage, frequency and routes of administration
12 BESSALTAIN KARVEA	- BLOOD PRESSURE LOWERING MEDICINE CALLED AN ANGIOTENSIN RECEPTOR BLOCKER RELAXES AND WIDENS BLOOD VESSELS	HYPERTENSION * AFFECTS BP PRIOR TO ADMINISTRATION	- HIGH LEVELS OF POTASSIUM IN THE BLOOD - RENAL ARTERY STENOSIS - LOW BLOOD PRESSURE - DECREASED KIDNEY FUNCTION - PREGNANCY - DECREASED BLOOD VOLUME	- DIZZINESS - HEADACHE - FEELING OF BEING SICK - NAUSEA OR VOMITING - LOW BLOOD PRESSURE - DIARRHEA	* FOL OVAL PILL FORM (TABLETS) - FOR HIGH BLOOD PRESSURE - ADULTS 150mg once a day - 300mg once a day - FOR DIABETIC NEPHROPATHY - ADULTS 300mg once a day
FURZEMIDE JIBEX	- LACE DIURETIC MEDICATION USED TO TREAT FLUID BUILD UP DUE TO HEART FAILURE, LIVER DISEASE, OR KIDNEY DISEASE. IT MAY ALSO USED FOR TREATMENT OF MILD 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 - BRAIN OVERLOAD - OBSTRUCTION ON THE SPINE - EYE SWELLING - RABBITE RETINOPATHY - INCREASED RISK OF BLEEDING DUE TO CLOTING DISORDER	- FEELING MORE THAN NORMAL THIRSTY WITH A DRY MOUTH - HEADACHES - FEELING CONFUSED OR DIZZY - DIZZINESS - DRY MOUTH - LOSS OF APPETITE - PAIN, SWELLING OR IRRITATION AT THE INJECTION SITE AFTER CLEARANCE HAS BEEN GIVEN - HARD INFLAMED NODES AT THE INJECTION SITE - ITCHY RED PATCH AT THE INJECTION SITE - BLEEDING AT THE INJECTION SITE	* FOR ORAL PILL (ORAL SOLUTION OR TABLETS) - FOR FEVER 20-80mg qd - CHILDREN 2mg/kg qd * FOR HIGH BLOOD PRESSURE - ADULTS 40mg TID - CHILDREN 2mg/kg qd
ENOXAPARIN CLEXANE	- STOPS UNWANTED BLOOD CLOTS FROM FORMING AND CAN STOP ANY BLOOD CLOTS THAT HAVE ALREADY FORMED FROM BECOMING BIGGER	* ANTICOAGULANT	- DECREASED IN PLATELET FUNCTION IN SECTION - BLEEDING IN SECTION - DEEP FURCULUS BLOCK - DEEP FURCULUS BLOCK	- BLEEDING AT THE INJECTION SITE	* 20mg - 40mg INJECTION PREPARED BY NURSING TO USE * 60mg, 80mg, 100mg PREPARED BY NURSING WITH SYRINGES AND MARKINGS GIVEN TO USE * DEEP SUBCUTANEOUS INJECTION

Student Name:	JERRY VENANCIO	Student ID:	220252099
Course Name / Code:	HSNS 207	Year Level:	FIRST YEAR
Clinical Setting / Ward:	1B	Placement Dates:	17/01/2022-11-01/22
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								
<b>1. Thinks critically and analyses nursing practice</b>									
• 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			
<b>2. Engages in therapeutic and professional relationships</b>									
• 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			
<b>3. Maintains the capability for practice</b>									
• 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			
<b>4. Comprehensively conducts assessments</b>									
• 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			
<b>5. Develops a plan for nursing practice</b>									
• 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			
<b>6. Provides safe, appropriate and responsive quality nursing practice</b>									
• 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			
<b>7. Evaluates outcomes to inform nursing practice</b>									
• 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			
<b>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:</b>									
Unsatisfactory	<input type="checkbox"/>	Limited	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Good	<input checked="" type="checkbox"/>	Excellent	<input type="checkbox"/>

DISCUSSED: YES NO

ADDITIONAL PAPERWORK: YES NO

DATE: 28.1.22

NAME: KSIIMAW JCF.

SIGNATURE: \_\_\_\_\_

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

Passed: YES NO





## ANSAT – Australian Nursing Standards Assessment Tool

### 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 Powerchart  
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
  - 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					
<b>1. Thinks critically and analyses nursing practice</b>						
• 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
<b>2. Engages in therapeutic and professional relationships</b>						
• 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
<b>3. Maintains the capability for practice</b>						
• 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
<b>4. Comprehensively conducts assessments</b>						
• 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
<b>5. Develops a plan for nursing practice</b>						
• 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
<b>6. Provides safe, appropriate and responsive quality nursing practice</b>						
• 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
<b>7. Evaluates outcomes to inform nursing practice</b>						
• 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: KIMAN 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 few 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 anesthetic infusion  
Review local procedures; identify opportunities to look after them

3. Any further comments?

**SUPERVISOR COMMENTS:**

Kind active clinician who always seeks learning opportunities.

Signature: [Signature] 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: [Signature] Date: 11.02.22

**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