

NURSING EDUCATION INSTITUTION
Medical and Surgical Nursing Science



Clinical Portfolio
Medical and Surgical Nursing Science

NAME OF STUDENT: _____

YEAR OF TRAINING: _____

CLINICAL FACILITY: _____

FACILITATOR/ EDUCATOR: _____

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Declaration

This portfolio was designed as part of a dissertation submitted to the Faculty of Science, University of the Witwatersrand, in fulfilment of the requirements for the degree of Master of Science.

An intervention study with focus groups with students, educators and experts was used to obtain the participants feedback and a literature review formed the basis for the new clinical portfolio.

Some of the original portfolio was kept as part of the administration required for the registration of the qualification with the South African Nursing Council.

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Dear Student

Welcome to the clinical component of Medical and Surgical Nursing Science: (Capita Selecta) and (General Critical Care Nursing). This programme leads to registration as a Critical Care Nurse with the South African Nursing Council.

This portfolio assists you to integrate theory and practice in Internal Medicine and Surgery (Capita Selecta) as well as your specialization course, namely Critical Care Nursing (General).

Please read through this portfolio carefully as it contains vitally important information concerning your clinical studies. You should use this document to guide you in the clinical component of the programme.

The **Information Section** of this portfolio provides you with information about the organization of the clinical components of the courses. This section also contains the records that will provide evidence of the following:

- The amount of clinical facilitation you received;
- Your notional hours;
- The clinical skills you achieved; and
- That you successfully completed all procedural assessments.

The **Clinical Skills Section** is divided into fundamental skills and advanced skills. This section guides you to record evidence of the clinical learning opportunities you utilized in different units.

The **Assessment Section** provides you with the assessment instruments that will be used to assess your comprehensive patient care, both formative and summative.

Records must be kept with fanatical attention to detail since this constitutes the legal record of your education, without which you cannot register as a Critical Care Nurse with the South African Nursing Council.

The responsibility for achieving all the clinical outcomes is entirely on you as an adult student. You should however use the unit manager, clinical nurse specialist, shiftleader, educator and clinical facilitator as partners to facilitate your progress.

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You should be aware that all learning opportunities, skills and procedural assessments prescribed are compulsory and must be completed before summative clinical assessment can be conducted.

Should you experience a lack of clinical learning opportunities in any of the units, please ask your clinical facilitator to report on it and to suggest alternatives so that your exposure to all clinical situations required by this portfolio is ensured.

Your portfolio should accompany you at all times when on duty and when clinical facilitation is conducted.

Please make sure that you keep your portfolio in a safe place at all times. If you lose it, you have no evidence of your achievements and therefore you will not be registered for the qualification.

Please present your portfolio to your educator/facilitator on the first lecture day of every month so that your clinical progress can be monitored and the necessary records can be completed.

We wish you every success with your clinical course!

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1 INFORMATION SECTION

1.1 PURPOSE

What exactly is a portfolio?

The South African Qualifications Authority defines a portfolio as the “collection of different types of evidence relating to the work being assessed. It can include a variety of work samples” (SAQA 2001).

A portfolio is a private collection of evidence that demonstrates the continuing acquisition of skills, knowledge, understanding and achievement. It is both retrospective and prospective, as well as reflecting the current stage of development and activity of the individual (Norman, 2008:22). Portfolios provide evidence of a person’s competence and reflective thinking, and illustrates critical analysis skills and self-directed learning (Scholes et al., 2004).

Today, portfolios are used to promote dynamic learning and to provide an alternative assessment method that may be used in various ways in health science education (Stidworthy, 2013).

Why a portfolio?

Portfolio-based learning has shifted nurse education from a transmission model and a teacher-centred approach to a more learner-centred learning experience (Wenzel, Briggs and Puryear, 1998:212). A portfolio is designed to ensure active participation of the student in the clinical field, reflecting on what he/she experiences and what skills he/she has acquired.

Gibbs (1992) describes characteristics of a model of learning that leads to a ‘deep’, as distinct from a ‘surface’ approach to learning. Deep learning recognizes that a learner’s motivation is intrinsic, and he/she learns because he/she needs to know something. Learners who actively participate in their own learning, and utilise opportunities for exploratory talks and interaction with others facilitate the deep learning processes.

In order to maximize the learning potential of portfolio development, the learner has to take responsibility for its creation, maintenance and appropriateness. Concurrently, the

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portfolio remains the practical and intellectual property of the learner who develops it (Challis, 1999).

Both clinical facilitators and educators emphasize the integration of theory and practice in the process of portfolio development; making clinical practice integral to academic learning (Joyce, 2005:462).

Building portfolios can encourage you to reflect critically on your decision-making skills and to move forward with action planning. These skills have the potential to foster willingness to embrace change and set you up for long term professional development.

This clinical portfolio is structured to guide you to compile a unique, reflective portfolio on your clinical abilities, i.e. cognitive, psychomotor and affective growth. Your portfolio represents your growth from the first day to the last day in every Unit. The learning outcomes are goals you will strive to reach, collecting evidence to demonstrate how you have met the goals.

A portfolio offers a wonderful opportunity to illustrate the change in learning style from pedagogy to andragogy.

Aims of the portfolio

- To demonstrate achievement of particular knowledge or skills (certificates);
- To document the process of creating a product or solving a problem;
- To facilitate reflection and documentation of these reflections (reflective activity);
- To facilitate the gathering of material in order to provide a summary of information for submission;
- To give you a contemporary record of activities and thoughts (case study, assignment, reflective activity);
- To help you to reflect on how you have applied your learning in clinical practice (reflective activity);
- To help you to reflect on the learning process so you can see what was helpful/difficult/took too long/still needs to be completed, and so on (reflective activity);
- To present evidence of your best work (i.e. for a job interview);
- To provide documentary evidence of learning and attainment of clinical skills (procedure);

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- To record any in-service training attended or presented (in-service training document);
- To reflect on personally significant work or experiences (reflective activity);
- To show growth or improvement (monthly growth report).

The portfolio is evidence of your learning and may be used to assess your clinical competency to grant you entrance into your summative clinical exam. The assessment strategy given to you by the nursing education institution, will clarify the role of your clinical portfolio in your academic progression.

It supplements formative (coaching) and summative (appraisal) observations, and therefore can be an important source of information.

Using the portfolio in assessment

Students need guidance in managing their time to reach critical outcomes. Schedule frequent meetings with your facilitator to discuss your progress.

1.2 PROGRAMME INFORMATION

| | |
|------------------------------|--|
| Programme name | Medical and Surgical Nursing Science (Critical Care Nursing) Internal Medicine and Surgery (Capita Selecta) |
| SAQA ID number | |
| Qualification class | |
| Credit value | 90 |
| NQF level | 7 |
| Field | 09- Health Sciences and Social Services |
| Subfield | Promotive, Preventative, Curative Health and Developmental Services |
| Quality assuring body | SANC and CHE |

1.3 PROGRAMME OUTCOMES EXIT LEVEL OUTCOMES

On completion of the learning programme you will be able to:

- Maintain professionalism in nursing practice within the ethical and legal framework;
- Apply basic knowledge of anatomy, physiology, biophysics, pharmacology and microbiology in the provision of nursing care;
- Use the scientific nursing approach to address the basic needs of groups and individuals in various health care settings;
- Demonstrate appropriate methods of interacting sensitively and professionally with people from diverse backgrounds;
- Apply knowledge of psycho-social sciences in the practice of nursing;
- Communicate effectively in a variety of ways in a nursing context;
- Manage a healthcare unit by implementing the management process;
- Provide reproductive health care to promote and maintain optimum health of individuals and families.

1.4 LEVEL DESCRIPTORS OF THE PROGRAMME

NQF Level 7

Typically, a learning programme leading to the award of a qualification or unit standard at NQF level 7 aims to develop you to demonstrate the following competencies:

- a. Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.
- c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.

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- d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.
- e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.
- f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.
- g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.
- h. Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system bound and does not occur in isolation.
- i. Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.
- j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.

1.5 DEFINITIONS

Experiential learning

Kolb (1984) defines experiential learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.”

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Portfolios are useful to track learning that has occurred from experiences especially in work life. This learning can be a progressive, continuous process emanating from the individual's experiences (Cayne, 1995:397).

Formative assessment

Assessment done throughout the learning program to give feedback to students on progress made, which serves needs intrinsic to the educational process (SANC Circular No.8/2013).

Summative assessment

A summative assessment is a formal assessment which is done at the end of a semester, year or programme of learning and is used to certify the attainment of a certain level of education.

Final mark

The final mark is made up by adding the semester/year mark and the summative assessment mark, each constituting 50% of the final mark. The student must have achieved a semester/year mark of at least 40% and a summative assessment mark of at least 40%. The combined pass mark is 50%.

Educator

The educator is a facilitator of learning in the theoretical component of the nursing curriculum.

Clinical facilitator

The clinical facilitator is a facilitator of learning in the clinical component of the nursing curriculum.

1.6 PRESCRIBED AND RECOMMENDED BOOKS

(Insert the NEI list here)

1.7 LEARNING OBJECTIVES

The clinical portfolio needs to demonstrate achievement of the following learning objectives as per R212:

- Developing a sound view and philosophy of life and a continued understanding of the influence of different views of life on the thoughts and behaviour of man;
- Showing respect for the dignity and uniqueness of man in his social, cultural and religious context, and approaching and understanding man as a complete being within this context;
- Applying and pioneering a systematic approach to the nursing of man in the various phases of life at any point along the health/sickness continuum, in situations inside and outside the hospital;
- Effective interaction which promotes growth in individual and groups;
- Maintaining ethical codes of the profession and practicing within the provisions of the appropriate legislation;
- Developing, organising and showing evidence of contributions to a comprehensive health service;
- Defining and accepting responsibility for independent nursing practice;
- Rendering a scientifically based nursing practice;
- Meaningful co-operation within the nursing and multi-disciplinary team according to the principles of co-responsibility for and collaboration with a view to achieving a common objective;
- Developing and implementing operational leadership, and managerial and teaching skills;
- Developing nursing science through research involvement;
- Motivating and maintaining community participation, involvement and development.

1.8 COMPILING YOUR PORTFOLIO

The portfolio folder should be sturdy and large enough for evidence to be inserted and located easily (Norman, 2008:70-71).

- Place the portfolio contents in a ring binder, which allows for the easy removal and addition of material;

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- Separate each appendix with a clearly marked tab;
- Do not bind your portfolio with staples or paper clips;
- Do not collate your evidence in plastic sleeves;
- Create a clear logical indexing system to direct the reader to all the evidence submitted within the portfolio. You should preferably use the same system throughout the portfolio to avoid confusion;
- Insert your competency evidence under the section where you have been found competent.

You may insert the following:

- Podcasts used;
- You tube clips watched;
- CPD points accrued for training done;
- Certified copies of certification e.g. BLS certification;
- Community or volunteer work;
- Compliments and expressions of appreciation;
- Copy of current SANC receipt;
- Curriculum vitae (CV); and
- Student representative council portfolio (if applicable).

1.9 MIND MAPS

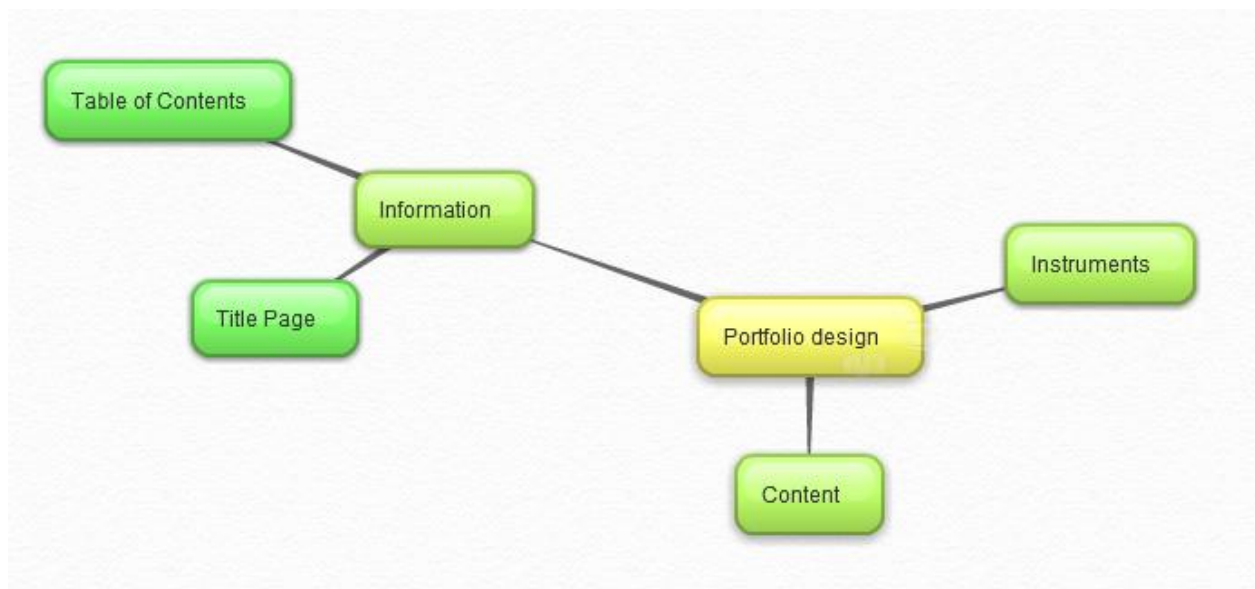
You are encouraged to develop a mind-map for each of the comprehensive patient presentations you complete. These should be included in your portfolio in the section relevant to a particular system. In addition, mind maps may be helpful to map out your study programme, time management or pathophysiology and processes. All these will contribute to the evidence that you have engaged in the required activities.

A mind map is a way of exploring ideas that emanate from a central concept in a highly visual way which enables one to understand and explore the relationships between the concepts. It helps one build up an intuitive framework around the central concept in order to gain insight into complex subjects.

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A Mind Map literally ‘maps’ out your thoughts, using associations, connections and triggers to stimulate further ideas. You are encouraged to use different colours to map out these associations and connections.

There are several websites available to assist you to develop mind maps including <http://mindmapfree.com/>.



1.10 REFLECTION

Reflection is an excellent way of enhancing the learning process, motivation and self-actualisation. Casey and Egan (2010:550) identify that portfolio preparation may help nurses to learn to value their experiences as part of their learning through reflection, and consequently to value themselves.

Reflection-on-action, and subsequent clinical learning, completes the learning cycle, showing both the nurse educators and the learners what was gained from the learners' experience. Reflection-in-action refers to a nurse's ability to "read" the patient in terms of how he or she is responding to the nursing intervention, and to the nurse's ability to adjust the intervention based on that assessment in a real clinical situation. Schön (1991) explains that reflection is essential to professional learning.

You may document a reflective activity by writing reflections about an activity, or by drawing a mind map of your reflections, or writing a narrative, or using the experiential learning cycle, or writing a critical incident or even using Peter Pappas Taxonomy of Reflection.

The following guide will illustrate how to write a reflective activity for your portfolio.

The Experiential Learning Cycle.

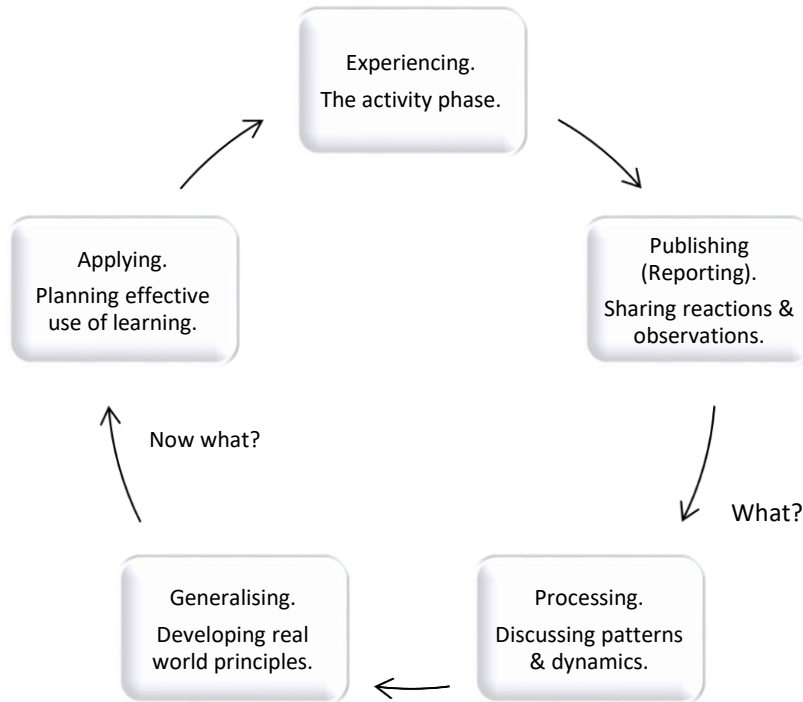


Figure 1 Pfeiffer, J. William and John E. Jones. *Reference Guide to Handbooks and Annuals* (1983 Edition). San Diego: University Associates, 1983. 4 (Adapted by Brenda K. Stegall)

The Reflective Cycle

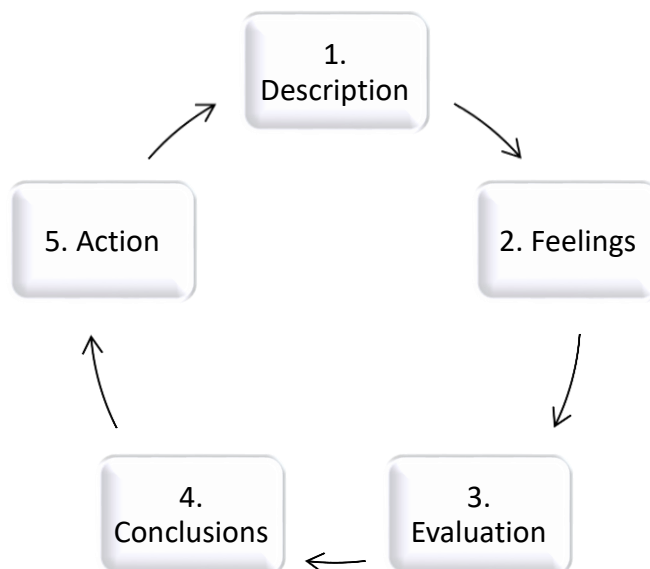


Figure 2 Gibbs, G. 1988. *Learning by Doing*. Oxford Polytechnic

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Step 1: Description

At this stage, you simply want to know what happened – you will draw conclusions later.

Consider asking questions like these to help him describe the situation:

- When and where did this happen?
- Why were you there?
- Who else was there?
- What happened?
- What did you do?
- What did other people do?
- What was the result of this situation?

Step 2: Feelings

What did you think and feel during the experience. At this stage, avoid commenting on emotions.

Use questions like these to guide the discussion:

- What did you feel before this situation took place?
- What did you feel while this situation was taking place?
- What do you think other people felt during this situation?
- What did you feel after the situation?
- What do you think about the situation now?
- What do you think other people feel about the situation now?

Step 3: Evaluation

Look objectively at what approaches worked, and which ones did not.

Answer:

- What was positive about this situation?
- What was negative?
- What went well?
- What did not go well?
- What did you and other people do to contribute to the situation (either positively or negatively)?

Step 4: Conclusions

Think about the situation again, using the information that you have collected so far. Then ask questions like these:

- How could this have been a more positive experience for everyone involved?
- If you were faced with the same situation again, what would you do differently?
- What skills do you need to develop so that you can handle this type of situation better?

Step 5: Action

You should now have possible actions that you can take to deal with similar situations more effectively in the future. In this last stage, you need to come up with a plan so that you can make these changes. You may also state what lessons were learnt or which skills were acquired.

1.11 CASE STUDY

You are required to complete a case study in a specific discipline towards the end of your placement. A case study documents the nursing care that was implemented in the case study patient, and describes by how the care could have been improved.

When writing a case study, use the following headings to ensure that you have addressed all the required areas.

- Introduction
- Assessment
- Pathophysiology
- Investigations
- Management
- Education
- Conclusion

Remember the technical presentation:

- Obtain written consent;
- Write concisely and legibly,
- Include a table of contents;
- Arrange the content according to the headings;

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- Include referencing in text; and
- Include a Bibliography / Reference list.

1.12 EVIDENCE

Validity of evidence is a set of principles that enable the assessor to decide whether the evidence presented is valid (shows what it claims to show), and sufficient (detailed enough for an assessor to be able to infer that appropriate learning has indeed taken place) (Simosko, 1991).

Sowter et al., (2011:872) advise that students display their best work in the clinical portfolio allowing the student/ educator to be able to compare it with previous work. Sowter et al., (2011:872) continues that the student be informed that the clinical portfolio will illustrate the student's accountability, authority and responsibility.

2 RECORDS

The pages in this section should be used to record evidence of your learning. They are a starting point and should be completed in conjunction with other evidence and reflections throughout the portfolio.

Copy the pages as many times as necessary to complete the record of your work and accomplishments. A space has been provided at the top of each page to record the sequence in which the tables should be collated, for each table type.

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2.1 RECORD LEARNING OBJECTIVES ACHIEVED

Please indicate which items of evidence relate to which learning objective.

| Date | Learning Objective | Summary of Learning | Related Evidence | Educator Signature |
|-------------|---------------------------|----------------------------|-------------------------|---------------------------|
| | | | | |
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2.2 RECORD OF CLINICAL LEARNING

Record all of the following:

- Structured clinical facilitation;
- Bedside accompaniment;
- In-service facilitation sessions;
- Clinical seminars; and
- Facilitator visits.

Make appointments with your educator/clinical facilitator for clinical learning and assessments. This facilitation is conducted during on duty time in the form of any of the above.

Please ensure that all signatures and other information are complete!

| | |
|------------|--------|
| Student: | Month: |
| Programme: | Unit: |

| | Learning opportunities and facilitator visits | Date | Student signature | Facilitator signature |
|---|---|------|-------------------|-----------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

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| | Learning opportunities and facilitator visits | Date | Student signature | Facilitator signature |
|----|---|------|-------------------|-----------------------|
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
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| 20 | | | | |

2.3 REFLECTIVE NARRATIVE

Before submitting your portfolio to your clinical facilitator summarize your learning since the last portfolio review. Date: _____

Before submitting your portfolio to your clinical facilitator summarize your learning since the last portfolio review. Date: _____

Before submitting your portfolio to your clinical facilitator summarize your learning since the last portfolio review. Date: _____

2.4 STUDENT DUTY ROSTER

A record of the Clinical Hours you have worked is necessary to ensure that you have worked the appropriate hours to meet the South African Nursing Council (SANC) requirements in order to register this qualification.

The following is a record sheet for recording hours worked nursing patients in specific disciplines. This record has to be completed on a daily basis and be signed off by the allocated day's shiftleader. These hours must correspond with electronic time keeping records where they exist.

Clinical hours in this document refer to the number of hours you spent in your allocated units.

The required number of hours in each discipline as stipulated by the nursing education institution is as follows:

| DISCIPLINE | REQUIRED HOURS |
|--|-----------------------|
| Cardiology | 300 (8 weeks) |
| Cardio-thoracic Surgery | 300 (8 weeks) |
| General Surgery (includes patients with SIRS, Sepsis, all major general surgery, vascular surgery) | 150 (4 weeks) |
| Medical Critical Care (includes pulmonology, endocrine and haematology) | 150 (4 weeks) |
| Neurology and Neurosurgery | 150 (4 weeks) |
| Trauma Critical Care | 300 (8 weeks) |
| Maximum sick leave allowed | 12 days |
| Maximum annual leave allowed | 168 hours(4 weeks) |

- Record the actual hours you worked in the units.
- Do not record class attendance or structured clinical facilitation (workshops).
- Record absence from work due to sick leave in red.
- Record absence from work due to leave in green.
- Record overtime in blue.
- Record your hours every working day.
- Ensure the necessary signatures have been obtained.

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STUDENT NAME: _____ **MONTH:** _____

DISCIPLINE: _____

| Total | Days | Dates | Shift | Unit/ Unit | Signature Student | Signature RN/UM |
|-------|------|-------|-------|------------|-------------------|-----------------|
| | Mon | | | | | |
| | Tue | | | | | |
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STUDENT NAME: _____ **MONTH:** _____

DISCIPLINE: _____

| TOTAL HOURS | |
|--------------------------------|-------|
| Clinical Learning | |
| Clinical Placement | |
| Theoretical | |
| Sick Leave | |
| Annual Leave | |
| Other Leave | |
| EDUCATOR/ CLINICAL FACILITATOR | DATE: |

2.5 CLINICAL SUPERVISION RECORD

| | |
|------------------------------|--|
| Date of session: | |
| Name of clinical supervisor: | |
| Central issues addressed: | |
| New learning from session: | |
| Agreed action plan: | |
| Date of next session: | |

| | |
|------------------------------|--|
| Date of session: | |
| Name of clinical supervisor: | |
| Central issues addressed: | |
| New learning from session: | |
| Agreed action plan: | |
| Date of next session: | |

2.6 STUDY ACTIVITY

| | |
|----------------------------|--|
| Topic: | |
| Time spent: | |
| Study methods: | |
| Aim of the study activity: | |
| Aims achieved: | |

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|----------------------------|--|
| Topic: | |
| Time spent: | |
| Study methods: | |
| Aim of the study activity: | |
| Aims achieved: | |

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|----------------------------|--|
| Topic: | |
| Time spent: | |
| Study methods: | |
| Aim of the study activity: | |
| Aims achieved: | |

2.7 RESEARCH, AUDIT, QUALITY IMPROVEMENT PROJECTS AND OTHER PROJECTS

| | |
|--|--|
| Title of research / audit / QIP / project: | |
| Dates of research / audit / project: | |
| Background: | |
| Student's role: | |
| Description of research / audit / project: | |

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|--|--|
| Title of research / audit / QIP / project: | |
| Dates of research / audit / project: | |
| Background: | |
| Student's role: | |
| Description of research / audit / project: | |

2.8 DOCUMENTS

Record any documents with which you have been involved.

| | |
|-----------------------------|--|
| Title and type of document: | |
| Student's role in document: | |
| Publication details: | |
| Distribution details: | |
| Summary of content: | |
| Implications for practice: | |

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|-----------------------------|--|
| Title and type of document: | |
| Student's role in document: | |
| Publication details: | |
| Distribution details: | |
| Summary of content: | |
| Implications for practice: | |

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|-----------------------------|--|
| Title and type of document: | |
| Student's role in document: | |
| Publication details: | |
| Distribution details: | |
| Summary of content: | |
| Implications for practice: | |

2.9 LECTURES, SEMINARS, PAPERS AND POSTERS

Record any Lectures, seminars, papers or posters presented with which you have been involved.

| | |
|-------------------------------|--|
| Title: | |
| Type of event: | |
| Date: | |
| Type and size of audience: | |
| Venue: | |
| Brief description of content: | |
| Learning outcomes: | |

| | |
|-------------------------------|--|
| Title: | |
| Type of event: | |
| Date: | |
| Type and size of audience: | |
| Venue: | |
| Brief description of content: | |
| Learning outcomes: | |

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2.11 MONTHLY OBJECTIVES RECORD

Before commencing duty in a unit, introduce yourself to the unit manager. Make an appointment with your unit manager monthly to discuss your orientation and learning needs in the Unit/ unit.

| Student: _____ Month: _____ Programme: _____ Unit: _____ | | | | |
|---|-------------------------------|------|-------------------|------------------------|
| | Unit Orientation | Date | Student signature | Unit manager signature |
| | Physical layout | | | |
| | Routine | | | |
| | Policies | | | |
| | Standard Operating Procedures | | | |
| | Expectations | | | |
| | Objectives agreed upon | Date | Student signature | Unit manager signature |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
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| 7 | | | | |
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|----|-------------------------------|------|-------------------|--------------------|
| 9 | | | | |
| 10 | | | | |
| | Additional objectives reached | Date | Student signature | Assessor signature |
| 1 | | | | |
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2.12 STUDENT MONTHLY GROWTH REPORT

This form must be completed by the Professional Nurse that spent the most time with the student.

| | | | | |
|---|-------------------------------|------------------------------|-------------------------------|--------------------------------|
| STUDENT NAME & SURNAME | | MONTH | | |
| | | | | |
| COURSE CODE | NURSING UNIT | | DATE HANDED TO UNIT MANAGER | |
| | | | | |
| Select the most appropriate option for each of the measures below. Only one answer per measure. | | | | |
| MEASURE | 3 | 2 | 1 | 0 |
| Appearance | Very neat | Appearance varies | Often untidy | Very untidy |
| Punctuality | Punctual | Occasionally late | Often late | Always late |
| Interest in work | Very interested | Interest varies | Show little interest | Show no interest |
| Absenteeism | Never absent | Very seldom absent | Often absent (without reason) | Poor attendance |
| Care of patients | Good standard | Average standard | Standard varies | Poor standard |
| Attitude to patients | Very good | Sensitive to some needs only | Attitude varies | Insensitive to patient's needs |
| Attitude to colleagues | Can motivate a team | Can work in a team | Rude to other personnel | Poor co-operation (work alone) |
| Responsibility | Proves responsible | Sometimes responsible | Needs reminding of tasks | Irresponsible |
| Initiate action / improvements | Takes charge of the situation | Initiate action | Take action when prompted | Do not take action |
| Observation | Very observant | Mostly observant | Not observant enough | Totally unobservant |
| Communication skills | Communicates well | Communicates fairly well | Communicate effectively | Does not communicate |
| Level of skill | Works above expected level | Works at expected level | Works below expected level | Cannot perform any procedures |
| | ___ X 3 = ___ | ___ X 2 = ___ | ___ | |

TOTAL: ____/36

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|--|--|-----------|--|
| Registered Professional Nurse's comments | | | |
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| DATE | | SIGNATURE | |

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| Clinical Facilitator's comments | | | |
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| DATE | | SIGNATURE | |

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| Student's comments | | | |
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3 CLINICAL SKILLS SECTION

Your clinical facility will appoint a clinical facilitator to oversee your clinical learning in the workplace. The clinical facilitator will provide you with a roster for clinical structured learning sessions, where you will participate in workshops etc. You will be required to rotate through the different departments to experience the difference in nursing care.

The Clinical skills you should acquire by the end of your training are listed below. Once competence has been achieved, the facilitator and the educator should sign that you are competent. This forms part of your assessment.

Please find the procedure skills you are going to acquire in the assessments section.

3.1 RECORD OF PROCEDURES SUCCESSFULLY COMPLETED

| PROCEDURE | PERCENTAGE | DATE OF COMPETENCE | SIGNATURE OF FACILITATOR | SIGNATURE OF EDUCATOR |
|---|-------------------|---------------------------|---------------------------------|------------------------------|
| Nursing care records | | | | |
| Cardiac monitoring | | | | |
| Interpretation of ECG | | | | |
| Arterial puncture | | | | |
| Insertion of an arterial line. | | | | |
| Pulmonary artery pressure monitoring | | | | |
| Care and removal of arterial sheath | | | | |
| Temporary transvenous / epicardial pacing | | | | |
| Nursing of a patient with IABP | | | | |
| Weaning and removal of IABP. | | | | |
| Elective cardioversion | | | | |

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| PROCEDURE | PERCENTAGE | DATE OF COMPETENCE | SIGNATURE OF FACILITATOR | SIGNATURE OF EDUCATOR |
|---|-------------------|---------------------------|---------------------------------|------------------------------|
| Interpretation of a chest X-ray | | | | |
| Extubation | | | | |
| Closed suction. | | | | |
| Open suction | | | | |
| Tracheostomy care | | | | |
| Removal of an underwater drain | | | | |
| Mechanical ventilation. | | | | |
| Routine neurological observations | | | | |
| Nursing of a patient with epidural catheter | | | | |
| Assessing raised intracranial pressure | | | | |

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3.2 FUNDAMENTAL NURSING

Prior to your first comprehensive patient care assessment (CPCA) you will be required to provide evidence of competence in the following five procedures.

- Physical assessment

| Patient file number | Physical assessment | Nursing diagnosis | Feedback | Shiftleader signature |
|---------------------|---------------------|-------------------|----------|-----------------------|
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- Arterial blood gas (ABG)

| Patient file number | Interpretation of arterial blood gas | Nursing diagnosis | Feedback | Shiftleader signature |
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- Chest X-ray (CXR)

| Patient file number | Interpretation of chest X-ray | Nursing diagnosis | Feedback | Shiftleader signature |
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- Electrocardiogram (ECG)

| Patient file number | Interpretation of 12-lead ECG | Feedback | Shiftleader signature |
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- Formulation of nursing diagnosis

| Patient file number | Nursing diagnosis | Feedback | Shiftleader signature |
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3.3 ADVANCED NURSING

Examples of evidence to be inserted in the portfolio:

- Pre-knowledge
- Learning objectives
- Articles read
- Mind maps
- Peer assessments
- Problem-solving activities
- Reflective journaling
- Simulation activities
- Surgical procedure witnessed in theatre
- Successfully signed off assessments

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Every system includes related pharmacology.

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3.4 CARDIOVASCULAR/CIRCULATORY SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Cardiovascular/Circulatory System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
|-------------------------------------|--------------------|------------------|--------------------|--------------------------------|
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

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Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

| Article read | Lesson learnt | Reference |
|--------------|---------------|-----------|
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
|---|--------------|-------------------|-------------------|
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| Patient file number | Interpretation of chest x-ray (15 cardiac) | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Interpretation of chest x-ray (15 cardiac) | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Arrhythmias | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Cardioverted / defibrillated | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Myocardial infarct | Nursing diagnosis | Lesson learnt | Shiftleader signature |
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| Patient file number | Coronary angioplasty and/or stent insertion | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Femoral sheaths removed | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Heart failure | Nursing diagnosis | Lesson learnt | Shiftleader signature |
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| Patient file number | Peripheral vascular disease | Nursing diagnosis | Lesson learnt | Shiftleader signature |
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| Patient file number | Major vascular surgery | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Coronary Artery Bypass Graft – day 0 | Nursing diagnosis | Lesson learnt | Shiftleader signature |
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| Patient file number | Coronary Artery Bypass Graft – day 1 | Nursing diagnosis | Lesson learnt | Shiftleader signature |
|----------------------------|---|--------------------------|----------------------|------------------------------|
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| Patient file number | Coronary Artery Bypass Graft – day 2 | Nursing diagnosis | Lesson learnt | Shiftleader signature |
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| Patient file number | Intra-aortic balloon pump | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|----------------------------------|--------------------------|-----------------|------------------------------|
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NURSING EDUCATION INSTITUTION
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| Patient file number | Temporary pacemaker | Nursing diagnosis | Feedback | Shiftleader signature |
|---------------------|---------------------|-------------------|----------|-----------------------|
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| Patient file number | Removal of underwater drains | Nursing diagnosis | Feedback | Shiftleader signature |
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
|------------|------------------|------------------|--------------|-----------------|
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

3.5 RESPIRATORY SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Respiratory System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
|------------------------------|-------------|-----------|-------------|-------------------------|
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

**NURSING EDUCATION INSTITUTION
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Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

| Article read | Lesson learnt | Reference |
|--------------|---------------|-----------|
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
|---|--------------|-------------------|-------------------|
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| Patient file number | Volume controlled ventilation | Nursing diagnosis | Feedback | Shiftleader signature |
|---------------------|-------------------------------|-------------------|----------|-----------------------|
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| Patient file number | Pressure controlled ventilation | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|--|--------------------------|-----------------|------------------------------|
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| Patient file number | Non invasive ventilation | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Patients extubated | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Interpretation of abnormal arterial blood gas. | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|---|--------------------------|-----------------|------------------------------|
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| Patient file number | Interpretation of chest x-ray (15 cardiac) | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|---|--------------------------|-----------------|------------------------------|
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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NURSING EDUCATION INSTITUTION
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| Patient file number | Asthma | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|---------------|--------------------------|-----------------|------------------------------|
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| Patient file number | Adult Respiratory Distress Syndrome | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|--|--------------------------|-----------------|------------------------------|
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
|-------------------|-------------------------|-------------------------|---------------------|------------------------|
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

3.6 NERVOUS SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Nervous System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
|------------------------------|-------------|-----------|-------------|-------------------------|
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

**NURSING EDUCATION INSTITUTION
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Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

| Article read | Lesson learnt | Reference |
|--------------|---------------|-----------|
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
|---|--------------|-------------------|-------------------|
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| Patient file number | Raised intracranial pressure | Nursing diagnosis | Feedback | Shiftleader signature |
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NURSING EDUCATION INSTITUTION
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| Patient file number | Craniotomy | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|-------------------|--------------------------|-----------------|------------------------------|
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| Patient file number | Intracranial pressure monitor | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|--------------------------------------|--------------------------|-----------------|------------------------------|
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| Patient file number | Ventriculostomy | Nursing diagnosis | Feedback | Shiftleader signature |
|----------------------------|------------------------|--------------------------|-----------------|------------------------------|
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

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3.7 RENAL SYSTEM / URINARY SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Renal System / Urinary System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
|-------------------------------------|--------------------|------------------|--------------------|--------------------------------|
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

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| Article read | Lesson learnt | Reference |
|--------------|---------------|-----------|
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
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| Patient file number | Haemodialysis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | CVVHD | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

3.8 ENDOCRINE SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Endocrine System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
|------------------------------|-------------|-----------|-------------|-------------------------|
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

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| Article read | Lesson learnt | Reference |
|--------------|---------------|-----------|
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
|---|--------------|-------------------|-------------------|
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
|---------------------|-------------------|-------------------|----------|-----------------------|
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

“What did you really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

3.9 GASTRO-INTESTINAL DIGESTIVE SYSTEM / EXCRETORY SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Gastro-Intestinal Digestive System / Excretory System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

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| Article read | Lesson learnt | Reference |
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

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“What did you do, really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

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3.10 INTEGUMENTARY SYSTEM/ EXOCRINE SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Integumentary System/ Exocrine System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

NURSING EDUCATION INSTITUTION
Medical and Surgical Nursing Science

| Article read | Lesson learnt | Reference |
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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**NURSING EDUCATION INSTITUTION
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
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- **During the last week of your cardio vascular placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

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“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

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3.11 LYMPHATIC SYSTEM / IMMUNE SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Lymphatic System / Immune System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

NURSING EDUCATION INSTITUTION
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| Article read | Lesson learnt | Reference |
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
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| Patient file number | Sepsis, SIRS, septic shock and multiple organ dysfunction | Nursing diagnosis | Feedback | Shiftleader signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

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“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

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3.12 MUSCULAR SYSTEM/SKELETAL SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Muscular System/Skeletal System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

**NURSING EDUCATION INSTITUTION
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Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

| Article read | Lesson learnt | Reference |
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
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| Patient file number | Multiple trauma | Nursing diagnosis | Feedback | Shiftleader signature |
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**NURSING EDUCATION INSTITUTION
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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| Medication | Pharmacodynamics | Pharmacokinetics | Side effects | Nursing actions |
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

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“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

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3.13 REPRODUCTIVE SYSTEM

Reflective Narrative

Before meeting with your facilitator and unit manager, reflect on your pre-knowledge.

Reproductive System Learning Contract

| Required practice objectives | Action plan | Resources | Target date | Evidence of achievement |
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We have discussed the above learning contract and agree that the proposed actions are relevant to the clinical objectives of the student.

Student: _____ Facilitator: _____ Unit manager: _____ Date: _____

NURSING EDUCATION INSTITUTION
Medical and Surgical Nursing Science

| Article read | Lesson learnt | Reference |
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| Surgical procedure witnessed in theatre | Performed by | Procedure summary | Witness Signature |
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| Patient file number | Medical diagnosis | Nursing diagnosis | Feedback | Shiftleader signature |
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NURSING EDUCATION INSTITUTION
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- **During the last week of your placement, do a case study and write out the nursing care that you implemented on this patient and what you could have done better.**
- **Add evidence as explained in the evidence section.**

“What did you do really well today? What didn’t you understand? What did you do wrong and what was the action plan on each of those things?”

4 ASSESSMENT SECTION

4.1 SIGNATURE LIST OF ASSESSORS

List the approved assessors (according to the nursing education institution's criteria) and obtain their specimen signatures to enable the facilitator to verify evidence supplied.

| Approved Assessor | Assessor Signature |
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4.2 PEER ASSESSMENTS AND FEEDBACK

| Date | Competency | Student Assessor | Feedback |
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4.3 PRE-ASSESSMENT FORM

4.4 ASSESSMENT INSTRUMENTS

Mind maps

Reflective activity

Case studies

Peer assessment

Oral presentations

Clinical formative assessments

Clinical summative assessment

4.5 REFERENCES

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