Student Placement Learning Package

Community Palliative Care Service

Student Name: ____________________________________________
On behalf of the Community and Oral Health (COH) Directorate, I extend to you a warm welcome to our services.

COH offers a variety of sub-acute and community services that support the care provided in the hospitals of Metro North Hospital and Health Service (MNHHS). The Metro North values of respect, teamwork, compassion, high performance and integrity should underpin all activities of our multi-disciplinary teams, including our students.

The nurses employed in COH need to be confident and competent in their area of practice, as they deliver high quality and compassionate care in our diverse health care settings, included bedded services, community health centres and home-based care.

The professional practice of Nurses and Midwives in MNHHS is supported by the Framework for Lifelong Learning, which provides:

- A structured approach to clinical, organisational and professional development opportunities
- Learning and development opportunities along a continuum of lifelong learning
- Direction, planning, implementation and evaluation strategies for workplace learning

Whilst on placement, please take the opportunity to learn as much as you can about our interesting and diverse range of services, and consider whether you might consider joining our team following your graduation.

May you enjoy your student clinical placement in COH, as you interact with our teams and patients/residents/clients and strive to exceed your learning objectives.

Karen Lush
Nursing Director Education
Community & Oral Health Directorate
Metro North & Hospital Health Service
## Contents

Student Name: _____________________________________________________________________________ 0  

Overview of MNHHS and Community & Oral Health Directorate ........................................................................ 5  
The services of the Community and Oral Health Directorate include: ............................................................ 5  

Overview of the Package .................................................................................................................................. 6  

Purpose .................................................................................................................................................................. 9  

Activities............................................................................................................................................................... 9  

Metro North Values in Action ............................................................................................................................ 10  

What are the Metro North Values? ...................................................................................................................... 10  

What is Values in Action? .................................................................................................................................... 10  

Introduction.......................................................................................................................................................... 12  

Metro North Values in Action ............................................................................................................................ 13  

What are the Metro North Values? ...................................................................................................................... 13  

What are Values in Action? .................................................................................................................................... 13  
Confidentiality ....................................................................................................................................................... 14  
Social Media .......................................................................................................................................................... 15  

Essential Information ........................................................................................................................................... 16  

Clinical Placement/Assessment Requirements .................................................................................................. 17  

Role Descriptions ............................................................................................................................................... 14  

Community teams ........................................................................................................................................... 15  
Palliative Care Specific Information ................................................................................................................... 17  

A typical day in CPC Bring your lunch in a bag with cold pack and a water bottle. Arrive to start 0800. .. 18  

Shift Essentials ................................................................................................................................................... 19  

Know Your Team .............................................................................................................................................. 20  
Nursing ................................................................................................................................................................. 20  
Medical ................................................................................................................................................................. 20  
Allied Health ...................................................................................................................................................... 20  
Administration staff .......................................................................................................................................... 20  

Scope of Practice .............................................................................................................................................. 22  

Safety and Quality ............................................................................................................................................... 23  

Infection Control ................................................................................................................................................ 26  

Medications ......................................................................................................................................................... 27  
Clinical Handover and Patient identification ................................................................................................... 29
Welcome

Overview of MNHHS and Community & Oral Health Directorate

Metro North Hospital and Health Service is the public hospital and health service for the north side of Brisbane and is Australia’s largest Healthcare Provider.

This map shows the MNHHS official catchment and the location of key facilities.

The Hospitals are:

- The Royal Brisbane and Women's Hospital (RBWH)
- The Prince Charles Hospital (TPCH)
- Redcliffe Hospital (RDH)
- Caboolture Hospital (CAB)
- Kilcoy Hospital (KH)

The Hospitals are supported by the services of the Community & Oral Health Directorate (COH).

The services of the Community and Oral Health Directorate include:

- Rehabilitation
- Transition Care
- Specialised Aged Care
- Acquired Brain Injury
- Interim Care
- Cerebral Palsy Specialist
- Community Care
  - Hospital in the Home
  - Post-Acute Care
  - Palliative Care
  - Specialist wound clinics
  - Complex Chronic disease team
  - Diabetes team
  - Community Transition Care
- Indigenous Health Units
- Oral Health Services

*Image source: Queensland Health*  
Electronic Publishing Service (QHEPS)  
http://qheps.health.qld.gov.au
COVID-19 Pandemic and Clinical Placement

This new corona virus COVID-19 causes illness of varying severity spanning common cold symptoms through to more serious respiratory symptoms. Some people may not be come unwell at all, others may deteriorate very quickly.

We value clinical placements and the role of student nurses in our services, therefore our desire is to keep you informed and safe whilst on placement. We will review our student placements as the pandemic emerges and new information is known. As a result, you may see changes in the clinical placement or routine care modified to adapt to the requirements for safety.

All staff in Metro North are well-prepared to handle COVID-19 across our facilities. If you are well and remained within the State and in Australia in the past 14 days and have not been in contact with a confirmed or suspected case of COVID-19, you should attend your shift as usual.

If you have symptoms of illness, or you have been anywhere interstate or overseas in the past 14 days, or in close contact with a confirmed or suspected case of COVID-19, you should not attend your shift. You should contact your facilitator to advise them. You should also self-quarantine until you receive more advice from a health professional.

COVID-19 is spread through person-to-person contact like other cold and flu illnesses. The best way to protect yourself against COVID-19 is to wash your hands frequently and properly and to use provided alcohol-based hand sanitiser; refrain from touching your face, eyes, nose and mouth and keep 1.5m social distancing.

Generally students are not expected to care for COVID-19 confirmed cases, however, if you are required to care for a patient who has suspected or confirmed COVID-19, you must complete a contact log. The staff and facilitator can ensure this happens. It is very important that you follow correct PPE donning and doffing.

Who is at risk of COVID-19?
Everyone should take steps to keep themselves and others safe, to prevent the spread of COVID-19. However, those most at risk of serious infection include:

- people with compromised immune systems (e.g. cancer)
- elderly people
- Aboriginal and Torres Strait Islander people
- people with diagnosed chronic medical conditions
- people in group residential settings
- people in detention facilities.

What should I do if the public ask me about COVID-19?
A fact sheet has been prepared for you to share with members of the public, which should address any queries you receive about COVID-19. This fact sheet is paired with a map and directions to the local Screening or Fever Clinic, should these be needed. The public should be encouraged to practice hand washing with the provided product for their use when attending our facilities.

Any concerned members of the public should be directed to the Queensland Health website for further information or 13 HEALTH to discuss any health concerns or symptoms.

Clinical suspicion and criteria for COVID-19 testing currently includes:

- Any person who has travelled overseas within the 14 days before the onset of fever (≥38 degrees Celsius) or history of fever (e.g. night sweat or chills) or acute respiratory infection (e.g. shortness of breath, cough, sore throat) with or without fever;
• Any person with close contact in 14 days before illness onset with a confirmed case of COVID-19 and who are now exhibiting fever (≥38 degrees Celsius) or history of fever (e.g. night sweat or chills) or acute respiratory infection (e.g. shortness of breath, cough, sore throat) with or without fever;

• Any person with severe community-acquired pneumonia requiring admission, and no other cause identified, with or without recent international travel; and

• Any healthcare worker with direct patient contact with a fever (≥38 degrees Celsius) or history of fever (e.g. night sweat or chills) AND acute respiratory infection (e.g. shortness of breath, cough, sore throat).

**What should I do if I suspect I have COVID-19?**

Those who suspect they might have COVID-19 should present to a Screening or Fever Clinic for screening, but only if they have symptoms (fever, cough, sore throat, tiredness or shortness of breath) and have:

• Returned from overseas in the past 14 days;

• Have been in close contact with a confirmed case;

• Are a healthcare or aged care worker.

Those who do not meet the above requirements, do not need to be screened at this time. You should call 13 HEALTH for any other health advice.

Over the coming days and weeks of changes in our health system and community, please remember to look after yourself and your family, friends and colleagues. Our people are a precious resource and each and every one is important!

**Benestar**, our Employee Assistance Provider is available 24/7 by phoning 1300 360 364 to provide support and we will also be putting a range of local initiatives in place to ensure we have, and maintain a focus on healthcare worker wellbeing.

Queenslanders need us at this time to be level headed, focussed and at the top of our game. Keep up the good work.

**Isolation vs. quarantine**

There is still a lack of clarity in the community about the difference between self-isolation and self-quarantine. As healthcare professionals, it is our responsibility to help educate our community, therefore I want to take this opportunity to clarify these terms.

**Self-quarantine** is used to restrict the moment of a well person who may have been exposed to COVID-19 for the period of time when they could become unwell (14 days in the case of COVID-19). When people return from interstate or overseas or have close contact with a confirmed COVID-19 case, they must go into self-quarantine for 14 days. People in self-quarantine can remain at their own home, even when there are other household members – however, people in self-quarantine should stay away from others in the home, such as stay in a room away from others, sleep in a separate bedroom and use a separate bathroom. People in self-quarantine should not accept visitors. Vulnerable people, like those over the age of 60 or those with chronic disease should stay somewhere else.

**Self-isolation** is used to separate ill people from those who are healthy. People who test positive to COVID-19 must go into self-isolation immediately and remain in self-isolation until they have been declared recovered from COVID-19. They should strictly avoid contact with other members of their household, preferably by living alone, or only with other positive cases. If people in self-isolation do need to move around, such as attend a hospital upon the direction of their doctor, they should wear a mask, avoid contact with others, and move quickly through common areas.

If is important to note that most confirmed COVID-19 cases won’t feel particularly unwell while they are in self-isolation. They may want to go out and continue living their normal lives, however, I wanted to reiterate that just because they feel okay it doesn’t mean they won’t spread the virus. In fact, if a confirmed case leaves self-isolation it is almost certain they will spread COVID-19 to others. Please remember that this
virus can cause very serious illness, even death, particularly for older and vulnerable people in our community, therefore it is essential we stop the spread.

**Video resource PPE**

- Correct use of PPE (2.5 minutes)
- P2/N95 Mask Fit Checking (2.5 minutes)

**Where should I go for more information?**

The Queensland Health website remains a central source of information for all staff members and the public.

Overview of the Package

Community & Oral Health (COH) Directorate welcome students for practicum. This package is designed to assist with the onboarding of students on placement within COH. It is expected that by utilising this resource, students will be orientated to policies, standards, protocols, procedures and guidelines to support safe, competent and professional practice whilst practising within the clinical areas. The package also assists nursing students to adhere to their scope of practice as outlined by the MNHHS and education provider relevant to the student’s level of achievement.

Purpose

The purpose of this Orientation Package is to assist nursing students to:

- Participate during the orientation process
- Consolidate pre-existing nursing knowledge
- Transition from theory to practice
- Introduce students to the requirements of the clinical practicum – legal, ethical, professional
- Promote safety for all personnel, as per the National Safety and Quality Health Service (NSQHS) Standards.

Activities

The activities contained in this Orientation Package will be completed as a group and facilitated by the Student Clinical Facilitator (SCF) throughout clinical placement orientation. Please use this Orientation Package as a reference source throughout your placement.
Metro North Values in Action

What are the Metro North Values?

1) Respect
2) Teamwork
3) Compassion
4) High Performance
5) Integrity

Why?

Values are the core beliefs that we use to guide our decision making and how we live our lives. They also very strongly govern our behaviour. This is extremely important for us as healthcare providers because our behaviour towards each other as members of a multi-disciplinary team and towards our patients has a significant impact on the overall patient experience.

We also know that in a healthcare setting, workplaces with a positive culture influence the quality of patient care with fewer incidences of surgical error, patient re-admission and infection. These are the primary reasons that Metro North is integrating our values into our systems and processes and using them to bring about a more positive workplace culture for all of us.

What are Values in Action?

This unique program aims to integrate our five values into the way we do the following things including:

- Welcome, orient and ‘on-board’ new team members in Metro North
- Recruit externally and promote internally our vacant positions
- Provide performance support to our team members
- Recognise and reward the outstanding efforts of our team members
- Look after our people’s well-being
- Celebrate the work we do and improve our sense of belonging in the workplace
- Build a culture of safety and respect while promoting accountability for our behaviour
Accreditation Standards

See Appendix 1, Appendix 2

All clinical areas of Community and Oral Health are evaluated on an ongoing basis through various accrediting bodies. The accreditation standards that apply to COH are:

1) Aged Care Standards (Cooinda House & Gannet House)

   Four standards:
   
   • Standard 1: Management systems, staffing and organisational development
   • Standard 2: Health and personal care
   • Standard 3: Care recipient lifestyle
   • Standard 4: Physical environment and safe systems

2) Human Services Standards (Halwyn Centre)

   • Standard 1: Governance and management
   • Standard 2: Service access
   • Standard 3: Responding to individual need
   • Standard 4: Safety, wellbeing and rights
   • Standard 5: Feedback, complaints and appeals
   • Standard 6: Human services

3) National Safety & Quality Health Service (NSQHS) Standards (all other COH services)

The Australian Council on Healthcare Standards (ACHS) is the external accreditation body under which the NSQHS standards are evaluated.
**Introduction**

**Activity 1: Placement essential information**

*Please fill in relevant contact information in the table below.*

<table>
<thead>
<tr>
<th>Student Clinical Facilitator (SCF) details</th>
<th>Name:</th>
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<td>Ph:</td>
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<th>Allocated Ward/Unit</th>
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<tr>
<th>Base Site <em>(Please tick box)</em></th>
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<td>□ Brighton Health Campus</td>
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<td>□ Zillmere Transitional Care</td>
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<td>□ North Lakes Health Precinct</td>
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<td>□ Chermside Community Health</td>
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<td>□ Northwest Community Health</td>
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<td>□ Caboolture Community Health</td>
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<td>□ Cooinda House</td>
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<th>Duration of placement (include dates)</th>
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<tr>
<th>Shift Times</th>
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<td>PM:</td>
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<th>University/TAFE Unit Coordinator name</th>
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<table>
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<th>Fellow Students Names</th>
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- Build a culture of safety and respect while promoting accountability for our behaviour
Confidentiality

While on placements in COH, students have access to privileged information (i.e. names, patient diagnoses and conditions). Students are bound by confidentiality not to discuss this information with anyone outside of the work environment. Peoples’ right to privacy and confidentiality of information are supported with legislation, professional codes, Social Media Guidelines, Code of Conduct for the Queensland Public Service and Australian Charter of Healthcare Rights.

⚠️ Confidentiality and security of patient information must be maintained at all times:

- Patient healthcare records, x-rays, etc., being transported must not have patient details visible.
- Diagnostic statements and warning notices must not be displayed on the outside of the patient healthcare record.
- Unauthorized persons should not be permitted to examine patient healthcare records or to read patient information on visual display terminals, computer printouts, etc. Care should be exercised when providing information to persons who appear to have official status such as ambulance and police officers, or unauthorised hospital staff. Concern that an unauthorised person has accessed patient records should be brought to the attention of the line manager.
- Students should not discuss patients where the conversation is likely to be overheard by unauthorised persons, e.g. in lifts, cafe or on public transport. In instances where a discussion must take place and could potentially be heard by others, the information is to be de-identified.
- Do not photocopy or take photos of any patients or patient related data – de-identify and take hand written notes for assignments/case studies
- Do not take any photographs/videos in the clinical area – no phones/cameras at all in clinical area
- Do not provide any patient information over the phone – please refer phone call to ward staff
- Dispose of handover sheets daily in the confidential waste bins provided in the clinical areas
- Exercise caution when using social media sites
**Social Media**

Social media describes the online and mobile tools that people use to share opinions, information, experiences, images, and video or audio clips and includes websites and applications used for social networking. Common sources of social media include:

- networking sites (e.g. Facebook, Twitter, LinkedIn, Bebo, Yammer)
- video and photo sharing websites (e.g. Flickr, Instagram, YouTube)
- blogs, including corporate blogs, personal blogs and blogs hosted by media outlets (e.g. comments or your say feature)
- wikis and online collaborations (e.g. Wikipedia);
- forums, discussion boards and groups (e.g. Google groups, Whirlpool)
- Video on Demand (VOD) and podcasting
- instant messaging (including SMS)
- any other websites that allow individual users or companies to use simple publishing tools to share information with a network of individuals.

Whether an online or social media post/activity is able to be viewed by the public or is limited to a specific group of people, students and health professionals need to maintain professional standards and be aware of the implications of social media engagement. Students and health professionals need to be aware that information circulated on social media may end up in the public domain, and remain there, irrespective of the intent at the time of posting.

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**To support the confidentiality of patients, visitors and staff –**

*NO aspects of Clinical Placement should be communicated on Social Media.*

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For more information refer to the [MNHHS DOC75/15 GUI008: Social Media Guidelines for Staff procedure](#).
### Essential Information

**Activity1: Placement essential information**

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<tr>
<th><strong>Base Site</strong> <em>(Please tick box)</em></th>
<th>Brighton Health Campus</th>
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<td></td>
<td>Nundah Community Health Centre</td>
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Clinical Placement/Assessment Requirements

Activity 2: Clinical Placement Essential Documents

Please provide information regarding the requirements below.

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>QLD Health Student Orientation Checklist</td>
<td>Complete on orientation day</td>
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<tr>
<td></td>
<td>Valid for 12 months</td>
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<tr>
<td>QLD Health Student Orientation Checklist Please see on the next page</td>
<td>Complete on orientation day</td>
</tr>
<tr>
<td>Education Providers Assessment Tool</td>
<td>Interim (midway) assessment:</td>
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<td></td>
<td>Summative (final) assessment:</td>
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<tr>
<td>Elder abuse staff training record</td>
<td></td>
</tr>
<tr>
<td>General/First response evacuation instructions record</td>
<td>Complete on orientation day</td>
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<tr>
<td>Other requirements:</td>
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Metro North Hospital and Health Service
Nursing and Midwifery
Student Declaration Reminder

Pre-Placement orientation
I confirm I have watched and / or read all information contained in the Metro North Hospital and Health Service Nursing and Midwifery Orientation Fact Sheet and during orientation and induction.

I declare that I have understood the content of the information contained in orientation and induction. I will use this information to inform my practice as a student nurse. If I have any doubt about these safety concepts and how it applies to my practice, I will ask my facilitator/preceptor/educator for more information.

Name: __________________________________________________________________________________________

Student Number: ___________________________ University / TAFE: __________________________

Date: ___________________________ Signature: ______________________________________________________

Annual completion of the Metro North Hospital and Health Service Student Nurse / Midwife and Clinical Facilitator orientation is a mandatory requirement. Students and Clinical Facilitators who have not completed this activity cannot be placed within a MNHHS facility for their placement.
Elder Abuse Staff Training Record

Section 1 – Staff member’s certification

I the undersigned confirm having viewed the video presentation and read the “Elder Abuse FACT sheet” that I understand my obligations in relation to Elder Abuse and can confidently answer the following questions:

• What is the time frame for reporting Elder Abuse?
  Circle the correct response.
  I.  24 Hours
  II. 48 Hours
  III. 72 Hours

• What is the name of the legislated Act for Elder Abuse?
  Circle the correct response.
  I. Elder Abuse Act 1997 (Amended 2007)
  II. Aged Care Act 1997 (amended 2007)
  III. Aged Care Act 2010

• What are the types of elder abuse?
  Circle all that apply.
  I. Financial
  II. Communal
  III. Physical
  IV. Social
  V. Emotional
  VI. Familial
  VII. Sexual

• Select True or False for the following statement.
  “Elder abuse is more common in the community/home setting”

True ☐
False ☐
Elder Abuse Staff Training Record

I understand my responsibilities in relation to Elder Abuse?
As a Queensland Health employee, I am able to apply these principals in the workplace?

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Facility</th>
<th>Payroll Number</th>
<th>Stream (eg Admin)</th>
<th>Signature</th>
<th>Date</th>
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Section 2 – Line manager certification

I confirm the above named staff member has viewed the video presentation and read the “Elder Abuse FACT sheet” and has adequately answered the above questions in relation to Elder Abuse.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Position</th>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
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</table>

Please forward this form to your designated data entry person for addition of training records to the Mandatory Training Register. This record must be kept with Department/Service Line of origin, in the building in a locked metal filing cabinet or in electronic form.
Role Descriptions

Activity 3: SCF and Student roles

Complete the following questions.

1. Explain the role of the SCF

2. Explain the role of the student
Community teams

Community Transition Care Program (CTCP)

CTCP provides short term care for older people after a hospital stay in their own home to complete their recovery process and improve their functioning and level of independence. The program is goal oriented and therapy focused and includes low intensity therapy such as physiotherapy, occupational therapy, speech pathology as well as social work, nursing care and dietetics.

Services Provided: Clients are provided with services based upon their immediate care needs and future planning which could include: Case Management – a designated health professional to coordinate care, establish support and services; Nursing care including showering assistance, wound and medication management; Domestic assistance including light housekeeping, laundry, shopping and transport to medical appointments; Additional therapeutic care including physiotherapy, occupational therapy, speech therapy, dietetics and social work; Medical management in collaboration with your general practitioner. Nursing services are available 7 days per week including public holidays; and Allied Health services (Monday to Friday excluding public holidays).

Hospital in The Home (HITH)

HITH provides care in a patient’s permanent or temporary residence for conditions requiring clinical care that would otherwise require treatment in the traditional inpatient hospital bed. People requiring nursing care once or twice a day, rather than continuous 24hr care are often transferred to HITH for their continuing care. Common diagnoses of people cared for within HITH include osteomyelitis/discitis, cellulitis, infective endocarditis, COPD/Pneumonia/bronchiectasis, meningitis/encephalitis, septic arthritis, sepsis/bacteraemia, MVR/AVR/AF, heart failure/CCF and UTI/pyelonephritis/urosepsis. While in HITH, you may have the opportunity to perform the following skills: rapid assessment in a community setting, care planning, IV Infusions, IVAB administration, variety of community based IV infusion pumps, IV bolus injections, INR testing, SC/IM Injections, warfarin dosing, wound care – from simple to complex e.g. NPWT wound management, documentation, PICC, CVAD / PVAD management and care, day clinic and communication within the multidisciplinary team. You will be buddied with a CN/RN during your placement.

Post-Acute Care Services (PACS)

PACS services provide a range of hospital avoidance/early discharge options for clients of the RBWH, The Prince Charles, Redcliffe and Caboolture Hospitals. These services are available to people over the age of five, who are, or have recently been, inpatients of any of the above-named hospitals. Services are multidisciplinary and are provided by nurses, occupational therapists, physiotherapist, social workers, dietitians, speech pathologists, community health aides, pharmacists and doctors. Staff provide assessment and ongoing care for clients and refer to appropriate services as needed. These services may be provided in a Community Health Centre, or in the home of the client.

Complex Chronic Disease Team

The CCDT provide clinic-based care in a multidisciplinary team for people living with complex chronic medical conditions, for example, asthma, cancer, heart disease, diabetes, arthritis and stroke who are at risk of admission or readmission to hospital or frequent presentation to Emergency Departments. CCDT provides assessment and intervention to support people in managing their complex care needs and chronic disease to minimise complications. Specialist outpatient clinics are held at North Lakes Health Precinct and Nundah Community Health Centre.
**Community Palliative Care Service**

The Community Palliative Care Service provides care for people who have a life limiting illness with little or no prospect of a cure, and for whom the primary treatment goal is quality of life by providing complex care to people in the community. The aim is to support care for people within home care settings. The service provides specialty care for people with limited life expectancy, complex symptoms associated with disease or its treatment, illness or treatment-related distress that requires specialist Palliative Care evaluation and/or support. People are referred to the service from a range of hospitals within Metro North Hospital and Health Services.

**Aged Care Assessment Team (ACAT)**

The Aged Care Assessment Team provides free assessments of older people for eligibility for care and services. This lets them know what their options are and supports them to choose the help that best meets their needs. Assessments look at the whole person – what they can do for themselves and what they need help with, as well as their health and social needs. ACAT Assessments are needed to access: Home Care Packages, Care in a Residential Aged Care Facility and certain care after a hospital stay. Eligibility requirements apply for each type of care.

**Diabetes Service**

The Diabetes Service aims to empower clients to make healthier decisions about managing their diabetes. The service utilises a multidisciplinary approach to provide clients with diabetes clinical knowledge and skills for self-management and prevention of diabetes related complications. Service is offered at Caboolture, Redcliffe, Chermside and North Lakes in-reaching to The Prince Charles Hospital, Redcliffe Hospital and Caboolture Hospital. The Diabetes Service is clinic-based, and a home visiting service is not offered. Hospital in-patients, highly complex Type 2 diabetes, Type 1 diabetes adults and children, Paediatric diabetes, insulin pump therapy and gestational diabetes pathways of care are the major services offered. We also provide Specialist Outpatient Diabetes Clinics for Redcliffe, Caboolture and The Prince Charles Hospitals in Community Health locations. The service is limited to twelve weeks and clients will be discharged back to their GP for ongoing care. Children and adolescents with Type 1 diabetes will continue to receive care three, six and twelve monthly as required.
Palliative Care Specific Information

Welcome to the Community Palliative Care Service.

Nurse Unit Manager: Vicky Sinclair
Clinical Nurse Consultant: Jane McTaggart
Clinical Nurse Clinical facilitator (CPC staff): Tina Baulch.

Brief outline of what you might expect to experience in a 2-week placement:

Week 1
Day 1  Orientation day with Clinical Nurse Student Facilitators at North Lakes Health Precinct
Day 2  Inservice 0830-0900. Observation home visits
Day 3  Multidisciplinary Team meeting. Observation home visits
Day 4  Home visits - Clinical care of a focus client handover
Day 5  Soul Bow. Home visits

Week 2
Day 1  Home visits
Day 2  Inservice 0830-0900. Home visits
Day 3  Multidisciplinary team meeting. Home visits
Day 4  Home visits
Day 5  Home visits

Your Clinical Nurse Student Facilitator will liaise closely with your preceptor to arrange Completion of your formative and summative assessments and confirm days and times to meet for goal setting, observational visits and review of your workbook and progress with your goals throughout the course of your placement.
A typical day in CPC Bring your lunch in a bag with cold pack and a water bottle. Arrive to start 0800.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>0815</td>
<td>Huddle</td>
</tr>
<tr>
<td>0830-0900</td>
<td>Client review, contact, getting ready to go out on the road (supplies etc)</td>
</tr>
<tr>
<td>0900 – 1430</td>
<td>visiting clients in their homes</td>
</tr>
<tr>
<td>1430 – 1530</td>
<td>Return to NLHP – complete documentation</td>
</tr>
<tr>
<td>1530-1630</td>
<td>Handover</td>
</tr>
</tbody>
</table>

What happens in huddle?

Acronyms I should learn


Useful readings and reference books/ sites:
Shift Essentials

⚠️ Transport

It is the student’s responsibility to organize their own transportation to and from placement. Discuss with your SCF what the best transport options are in your allocated facility. *Fill in details below*

**Bus:**
**Train station:**
**Parking:**

---

**During your shift**

- Two 10 minutes tea breaks & lunch/dinner break 30 minutes (breaks to be taken in consultation with your buddy RN/preceptor. Advise staff before leaving and when returning to the ward/unit.

**After your shift**

- Inform your preceptor/buddy nurse if you are finishing your shift.
- Ensure full shift is completed and you leave on time, attendance record to be signed by SCF (if required)

**Absence**

- All absences from placement must be reported to the SCF at the commencement of shift
- If absence is required for any reason during the shift, you must inform and notify your buddy RN and your SCF prior to leaving the worksite
- Documentation to support absence is required by your Education provider, e.g. Medical Certificates/Statutory Declaration

**Security of personal items**

- Do not bring valuables with you on placement
- Make use of lockers or allocated storage areas on wards for personal items, as identified by unit staff.
- Mobile phones must always be on silent or OFF during work times.
Know Your Team

**Nursing**
- Nurse Unit Manager
- Clinical Nurse Consultant
- Clinical Nurse
- Registered Nurse
- Clinical Nurse Facilitator (CPC staff only)
- Assistant in Nursing

**Medical**
- Doctor

**Allied Health**
- Occupational Therapist
- Social Worker
- Pharmacist

**Administration staff**
- Administration Officers

**Locate:**
- Staff dining room
- Where to leave your bag / store your food
- Staff toilets

**Computer/s**
- QHEPS
- MIMS
- CKN
- Clinical policies and procedures
Spend time with a person from another profession and ask them: “How do you, in your professional role, usually interact with my profession on this team? What goals might we share?”

<table>
<thead>
<tr>
<th>What did you learn about the roles on this team that you did not know previously?</th>
</tr>
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<tbody>
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<table>
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<tr>
<th>What are the similarities and differences between the roles (including yours)?</th>
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<table>
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<tr>
<th>What else do you want to learn about the team and its members? What new learning objectives have now emerged for you?</th>
</tr>
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<table>
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<tr>
<th>How will this experience influence your role as a professional and team member?</th>
</tr>
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</table>
Scope of Practice

Activity 4: Definitions

Complete the following questions.

a) Define scope of practice

b) Describe direct/indirect supervision

For more information on scope of practice, refer to the MNHHS PROC/166: Scope of Practice for Registered Nurses/Midwives/Enrolled Nurses procedure.

💡 The Australian Charter of Healthcare Rights (See Appendix 3)
Describes the rights of patients and other people using the Australian health system. At each point that the consumer (patients, carers, families) engages with the Hospital and Health Service their understanding of The Charter needs to be ascertained by staff, by explaining the brochure to them.
Activity 5: Occupational Violence Prevention

Complete the following questions.

a) What is your understanding of occupational violence?

b) What strategies can you employ in verbal de-escalation?

For more information refer to the Occupational Violence Risk Assessment (OVRA) procedure.

Other useful information

Policy on Home Visits and Community Safety POL04683

Procedure on Domestic and Family Violence Training Requirements for all CISS Staff CISSPROC072
Activity 6: Patient Handling & Falls

Complete the following questions.

a) Identify three pieces of equipment you may use when transferring a patient (May be different in each area)

b) What strategies should be implemented to maximise patient, staff and student safety throughout the patient handling episode?

c) Falls are quite common in many clinical environments. List 5 strategies to prevent patient falls?

For more information refer to the Manual Tasks PROC003441 and Preventing Consumer Falls and Harm from Falls CISSPROC0064
Activity 7: Cytotoxic Precautions (See Appendix 4)

Complete the following questions.

a) What colour is associated with cytotoxic precautions?

b) Other than cancer, what conditions may be treated with cytotoxic drugs?

c) What role can student nurses perform in the event of a cytotoxic spill?

For more information refer to the Cleaning, Disinfection and Sterilisation, Waste Management and Linen Management 003514 and Medication: High Risk Medicines PROC004513 procedure.
Complete the following questions.

a) Explain why Standard Precautions are used

b) What are the 5 moments for hand hygiene? (See appendix 4)

<table>
<thead>
<tr>
<th>Moment 1</th>
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<tr>
<td>Moment 2</td>
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<tr>
<td>Moment 3</td>
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<td>Moment 4</td>
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<tr>
<td>Moment 5</td>
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</table>

⚠️ Bare Below Elbows: If you are not bare below the elbows, you have not performed hand hygiene effectively

c) List items of PPE

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</table>

d) Identify 3 conditions the following precautions would apply to

1. Contact
2. Droplet
3. Airborne

e) Describe the process employed after a body fluid exposure or needle stick injury

For more information please refer to

Procedures: Hand Hygiene (CISSPROC0005), Standard Precautions, Transmission Based Precautions (CISSPROC0012)
Medications

Activity 9: Medications

Complete the following questions.

a) List the six rights of safe medication administration (See appendix 5)

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<td>3.</td>
<td>4.</td>
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<td>5.</td>
<td>6.</td>
</tr>
</tbody>
</table>

b) Complete the following medication calculation formulas

<table>
<thead>
<tr>
<th></th>
<th>Tablets</th>
<th>Solution</th>
<th>IV Infusions</th>
<th>Drops per minute</th>
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</table>

c) What does APINCHA stand for? (See Appendix 6)

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<th>N</th>
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<th>H</th>
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</table>

Students must only administer medications under DIRECT SUPERVISION of a Registered Nurse.

For more information refer to the MNHHS PROC/174: Medications Management procedure.
Activity 10: CVADs

Complete the following questions.

a) What are CVADs?

b) What criteria must be fulfilled prior to nursing students administering medications via a CVAD?

For more information refer to the RBWH 05600/Proc: Central Venous Access Devices (CVADs); Management - Adult procedure.
Clinical Handover and Patient identification

Activity 11: Clinical Handover

Complete the following question.

When do you perform ‘Clinical Handover’?

The standard process for handing over clinical information should include:

- Clearly identify the patient, yourself and your role.
- State the immediate clinical situation of the patient.
- List the most important and recent observations.
- Provide relevant background/history to the patient’s clinical situation.
- Identify assessments and actions that need to occur.
- Identify timeframes and requirements for transition of care.
- Promote the use of the patient record to cross-check information.
- Ensure documentation of all-important findings or changes of condition.
- Ensure comprehension, acknowledgement and acceptance of responsibility for the patient by the clinician receiving handover.

I
S
B
A
R

Patient identification is crucial in providing safe care to all patients.

‘Patient Identifiers’ (First Name, Surname etc) are used in multiple situations such as clinical handover, documentation and procedure matching. List down 3 other patient identifiers that may be used in your work area:

- 
- 
-
**Pressure Injury Prevention**

**Activity 13: Pressure Injury Prevention**

*Complete the following questions*

a) List 3 common risks for developing pressure injuries?

- 
- 
- 

b) What are some strategies you can implement to prevent the development of pressure injuries?


For more information refer to the [Pressure Injury Prevention](#) (CISSPROC0003) protocol
Emergency Response

Recognition and Responses to the Deteriorating Patient

Activity 14: Recognition and Responses to the Deteriorating Patient

Complete the following questions.

a) Complete the following acronym:

<table>
<thead>
<tr>
<th>D</th>
<th>R</th>
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<th>B</th>
<th>C</th>
<th>D</th>
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What is a Code Blue?

Once you are in your allocated work area, it is important to familiarise yourself with how staff respond to critical situations.

The documentation used for monitoring vital signs in Community and Oral Health Services is a modified version of the Queensland Adult Deterioration Detection System (QADDS) (See appendix 8)
Documents and activities to support placement in CPC

Self-directed activities

Explore the following website and the End-of-Life Essentials Education Modules.

https://www.caresearch.com.au

Caresearch provides trustworthy information about palliative care for patients, carers and families as well as for the health professionals providing their care.

The education modules are designed to assist clinical staff working in delivering end-of-life care. They provide clinically relevant and evidence-based learning materials with quizzes, evidence-based links and educational videos.

They are free to use and can be accessed on the web from anywhere in Australia.

- Module 1: Dying, a normal part of life
- Module 2: Patient-centred communication and shared decision-making
- Module 3: Recognising the end of life
- Module 4: Planning end-of-life care - goals of care
- Module 5: Teams and continuity for the patient
- Module 6: Responding to concerns
- Module 7: Emergency department end-of-life care
- Module 8: Paediatric end-of-life care
- Module 9: Chronic complex illness end-of-life care
- Module 10: Imminent death - how to respond
What I need to know about my client Week 1

- Client Diagnosis
  Explain / describe the diagnosis. Why has the client been referred to this service?

- Past Medical History
  What is relevant from the client’s past medical history that is important in this episode of care?

- Client Medications
  What medications are prescribed? What symptom is being targeted? What is the normal dose? What are the side effects and precautions?

- Domains of Care
  What are the Identified domains of care for this client?

- Discipline Specific Referrals
  What referrals have been made for this client? What is the rationale for these referrals?
## Critical Reasoning Activity Week 1

### Patient Diagnosis & PCOC Phase

### Pathophysiology *(e.g. explain normal A&P and the way it has been changed or altered in this disease)*

### Signs and Symptoms *(Define characteristics of the disease from findings in your nursing assessments)*

### Clinical Management and/or Treatment *(investigations to help diagnose, medications, therapies, other interventions)*

### Multidisciplinary Management *(Which AH/nursing/medical teams might you refer to)*
<table>
<thead>
<tr>
<th>Safe Medication Proforma Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right Drug</strong> – generic name, drug family, trade names you might know it as, poison schedule</td>
</tr>
<tr>
<td><strong>Right Patient</strong> (does this drug match the patient’s condition? Explain how)</td>
</tr>
<tr>
<td><strong>Right Route</strong> – (what is the route of administration, are there other routes, are there some routes that are ‘no nos’)</td>
</tr>
<tr>
<td><strong>Right Dose</strong> – (the dose that is prescribed, is it a usual dose. Can a higher dose be given, if so why? Or lower, explain)</td>
</tr>
<tr>
<td><strong>Right Time</strong> – (what are the best times for giving this medication, does it matter?)</td>
</tr>
<tr>
<td><strong>Interesting information about this medication</strong></td>
</tr>
<tr>
<td>Clinical Handover Week 1</td>
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<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td><strong>Situation</strong></td>
</tr>
<tr>
<td><strong>Background</strong></td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td><strong>Recommendation</strong></td>
</tr>
</tbody>
</table>
What I need to know about my client Week 2

Client Diagnosis

Explain / describe the diagnosis. Why has the client been referred to this service?

Past Medical History

What is relevant from the client's past medical history that is important in this episode of care?

Client Medications

What medications are prescribed? What symptom is being targeted? What is the normal dose? What are the side effects and precautions?

Domains of Care

What are the Identified domains of care for this client?

Discipline Specific Referrals

What referrals have been made for this client? What is the rationale for these referrals?
### Critical Reasoning Activity Week 2

#### Patient Diagnosis & PCOC Phase

#### Pathophysiology *(e.g. explain normal A&P and the way it has been changed or altered in this disease)*

#### Signs and Symptoms *(Define characteristics of the disease from findings in your nursing assessments)*

#### Clinical Management and/or Treatment *(investigations to help diagnose, medications, therapies, other interventions)*

#### Multidisciplinary Management *(Which AH/nursing/medical teams might you refer to)*
## Safe Medication Proforma Week 2

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Right Drug</strong></td>
<td>Generic name, drug family, trade names you might know it as, poison schedule</td>
</tr>
<tr>
<td><strong>Right Patient</strong></td>
<td>Does this drug match the patient’s condition? Explain how</td>
</tr>
<tr>
<td><strong>Right Route</strong></td>
<td>What is the route of administration, are there other routes, are there some routes that are ‘no nos’</td>
</tr>
<tr>
<td><strong>Right Dose</strong></td>
<td>The dose that is prescribed, is it a usual dose. Can a higher dose be given, if so why? Or lower, explain</td>
</tr>
<tr>
<td><strong>Right Time</strong></td>
<td>What are the best times for giving this medication, does it matter?</td>
</tr>
<tr>
<td><strong>Interesting information</strong></td>
<td>About this medication</td>
</tr>
</tbody>
</table>
# Clinical Handover Week 2

## Introduction

## Situation

## Background

## Assessments

## Recommendation
Reflections for Debriefing Day 10

During your clinical placement we would like you to take some focussed notes for discussion with other students on day 10. People learn from peers discussions, so on day 10, we take advantage of the learning you all have done during your placement and give you the opportunity to share with others, so you can make meaningful clinical experiences that last a lifetime. You may find that in the afternoons when you finish clinic or get back from people homes you have some pare time, this would be a great time to pull out these activities.

Clinical Reasoning: we want you to use the clinical reasoning cycle for one (or two) patients you have observed or provided care for during this placement. There is a table of examples and 2 spare tables for you to make some notes to help you work through this process. Please note, you just need to take some notes for your own memory, there is no need for anything formal. Please remember do not use patient identifying information.

Clinical Reasoning

In the literature the terms clinical reasoning, clinical judgment, problem solving, decision making and critical thinking are often used interchangeably. We use the term clinical reasoning to describe the process by which nurses (and other clinicians) collect cues, process the information, come to an understanding of a patient problem or situation, plan and implement interventions, evaluate outcomes, and reflect on and learn from the process (Hoffman, 2007; Kraischk & Anthony, 2001; Laurie et al., 2001).

The clinical reasoning process is dependent upon a critical thinking disposition (Scheffer & Rubenfeld, 2000) and is influenced by a person’s attitude, philosophical perspective and preconceptions (McCarthy, 2003). Clinical reasoning is not a linear process but can be conceptualised as a series or spiral of linked and ongoing clinical encounters.

Reflection on practice

1. **What have I learnt from this training that will help maintain and develop my professional knowledge and competence?**

2. **What else do I need to know to extend my professional development in this area?**

3. **Is there anything that I did not understand and wish to explore further, or read more about in order to clarify my learning/understanding?**

References:


Adapted from:

Clinical Reasoning Instructor Resources Copyright © 2009, School of Nursing and Midwifery, Faculty of Health, University of Newcastle.
Figure 2: The clinical reasoning process with descriptors

- **Describe or list facts, context, objects or people.**
- **Consider the patient situation.**
- **Collect cues/information.**
- **Review current information (e.g., handover reports, patient history, patient charts, results of investigations and nursing/medical assessments previously undertaken).**
- **Gather new information (e.g., undertake patient assessment).**
- **Recall knowledge (e.g., physiology, pathophysiology, pharmacology, epidemiology, therapeutics, culture, context of care, ethics, law etc).**

**Clinical Reasoning Cycle**

- **Evaluate outcomes.**
- **Evaluate the effectiveness of and actions outcomes.** Ask: “has the situation improved now?”
- **Take action.** Select a course of action between different alternatives available.
- **Establish goal/s.** Describe what you want to happen, a desired outcome, a time frame.
- **Synthesize facts and inferences to make a definitive diagnosis of the patient’s problem.**
- **Identify problems/issues.** Interpret: analyse data to come to an understanding of signs or symptoms. Compare normal v abnormal. Discriminate: distinguish relevant from irrelevant information; recognise inconsistencies, narrow down the information to what is most important and recognise gaps in cues collected. Relate: discover new relationships or patterns; cluster cues together to identify relationships between them. Infer: make deductions or form opinions that follow logically by interpreting subjective and objective cues; consider alternatives and consequences. Match current situation to past situations or current patient to past patients (usually an expert thought process). Predict an outcome (usually an expert thought process).
<table>
<thead>
<tr>
<th>Process</th>
<th>Description</th>
<th>Example</th>
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<tbody>
<tr>
<td>Consider the patient situation</td>
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<tr>
<td>Collect cues/information</td>
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<tr>
<td>Process information</td>
<td></td>
<td></td>
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<tr>
<td>Identify Problem / Issue</td>
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<tr>
<td>Establish Goals</td>
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<tr>
<td>Take Action</td>
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<tr>
<td>Evaluate</td>
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<td>Reflect on process and new learning</td>
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<tr>
<td>Process</td>
<td>Description</td>
<td>Example</td>
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</tr>
<tr>
<td><strong>Consider the patient situation</strong></td>
<td>Describe or list facts, context, objects or people.</td>
<td>This 60 year old patient is in ICU because he had an abdominal aortic aneurysm (AAA) surgery yesterday.</td>
</tr>
<tr>
<td><strong>Collect cues/information</strong></td>
<td>Review current information (e.g. handover reports, patient history, patient charts, results of investigations and nursing/medical assessments previously undertaken)</td>
<td>He has a history of hypertension and he takes betablockers. His BP was 140/80 an hour ago.</td>
</tr>
<tr>
<td></td>
<td>Gather new information (e.g. undertake patient assessment)</td>
<td>I’ve checked his BP and it is now 110/60, Temp 38.4. Epidural running @ 10ml/hr.</td>
</tr>
<tr>
<td></td>
<td>Recall knowledge (e.g. physiology, pathophysiology, pharmacology, epidemiology, therapeutics, culture, context of care, ethics, law etc)</td>
<td>BP is related to fluid status. Epidurals can drop the BP because they cause vasodilation. In ICU we have standing orders for epidural management.</td>
</tr>
<tr>
<td><strong>Process information</strong></td>
<td>Interpret: analyse data to come to an understanding of signs or symptoms. Compare normal Vs abnormal.</td>
<td>His BP is low, especially for a person who is normally hypertensive.</td>
</tr>
<tr>
<td></td>
<td>Discriminate: distinguish relevant from irrelevant information; recognise inconsistencies, narrow down the information to what is most important and recognise gaps in cues collected.</td>
<td>His temp is up a bit but I’m not too worried about it – I’m more concerned about his BP and pulse. I’d better check his urine output and his O₂ sats.</td>
</tr>
<tr>
<td></td>
<td>Relate: discover new relationships or patterns; cluster cues together to identify relationships between them.</td>
<td>His hypotension, tachycardia and oliguria could be signs of impending shock. His BP went down after we increased the epidural.</td>
</tr>
<tr>
<td></td>
<td>Infer: make deductions or form opinions that follow logically by interpreting subjective and objective cues; consider alternatives and consequences.</td>
<td>His BP could be low because of blood loss during surgery or because of the epidural.</td>
</tr>
<tr>
<td></td>
<td>Match current situation to past situations or current patient to past patients (usually an expert thought process)</td>
<td>AAAs often have hypotension post op.</td>
</tr>
<tr>
<td></td>
<td>Predict an outcome (usually an expert thought process)</td>
<td>If I don’t give him more fluids he could go into shock.</td>
</tr>
<tr>
<td><strong>Identify Problem / Issue</strong></td>
<td>Synthesise facts and inferences to make a definitive diagnosis of the patient’s problem.</td>
<td>He is hypovolaemic and the epidural has worsened the BP by causing vasodilation.</td>
</tr>
<tr>
<td><strong>Establish Goals</strong></td>
<td>Describe what you want to happen, a desired outcome, a time frame.</td>
<td>I want to improve his haemodynamic status – get his BP up and urine output back to normal over the next hour.</td>
</tr>
<tr>
<td><strong>Take Action</strong></td>
<td>Select a course of action between different alternatives available</td>
<td>I will ring the doctor to get an order to increase his IV rate and to give amine if needed.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Evaluate the effectiveness of outcomes and actions. Ask: “has the situation improved now?”</td>
<td>His BP is up for now but we will need to keep an eye on it as he may still need amine a bit later. His urine output is averaging &gt; 30mL/hr now.</td>
</tr>
<tr>
<td><strong>Reflect on process and new learning</strong></td>
<td>Contemplate what you have learnt from this process and what you could have done differently.</td>
<td>Next time I would … I should have … If I had … I now understand …</td>
</tr>
</tbody>
</table>
A Final Note

Thank you for attending clinical placement in Community and Oral Health, we wish you all the best in your journey into the health profession.

Cecelia

Cecelia Boyd Orford
Clinical Placement Coordinator
Community & Oral Health Directorate
Appendices

Appendix 1: NSQHS Standards 2nd edition

The NSQHS Standards

Safe and high-quality care requires the vigilance and cooperation of the whole healthcare workforce. It is based on a risk mitigation approach that focuses on implementing the NSQHS Standards as routine practice and identifies healthcare staff responsible for specific actions.

The second edition of the NSQHS Standards comprises eight standards.

Clinical Governance and Partnering with Consumers Standards combine to form the clinical governance framework for all health service organisations. They support and integrate with all the clinical standards, which cover specific areas of patient care. The eight are:

1. **Clinical Governance**, which aims to ensure that there are systems in place within health service organisations to maintain and improve the reliability, safety and quality of healthcare.

2. **Partnering with Consumers**, which aims to ensure that consumers are partners in the design, delivery and evaluation of healthcare systems and services, and that patients are given the opportunity to be partners in their own care.

3. **Preventing and Controlling Healthcare-Associated Infection**, which aims to reduce the risk of patients getting preventable healthcare-associated infections, manage infections effectively if they occur, and limit the development of antimicrobial resistance through the appropriate prescribing and use of antimicrobials.

4. **Medication Safety**, which aims to ensure that clinicians safely prescribe, dispense and administer appropriate medicines, and monitor medicine use. It also aims to ensure that consumers are informed about medicines and understand their own medicine needs and risks.

5. **Comprehensive Care**, which aims to ensure that patients receive comprehensive health care that meets their individual needs, and that considers the impact of their health issues on their life and wellbeing. It also aims to ensure that risks to patients during health care are prevented and managed through targeted strategies.

6. **Communicating for Safety**, which aims to ensure that there is effective communication between patients, carers and families, multidisciplinary teams and clinicians, and across the health service organisation, to support continuous, coordinated and safe care for patients.

7. **Blood Management**, which aims to ensure that patients own blood is safely and appropriately managed, and that any blood and blood products that patients receive are safe and appropriate.

8. **Recognising and Responding to Acute Deterioration**, which aims to ensure that acute deterioration in a patient’s physical, mental or cognitive condition is recognised promptly and appropriate action is taken.

Further information


The Advice Centre provides support on implementing the NSQHS Standards for health service organisations, surveyors and accrediting agencies.

EMAIL: accreditation@safetyandquality.gov.au
PHONE: 1800 304 056

Image Source:

Appendix 2 – Aged Care Standards

Accreditation Standards

Standard 1
Management systems, staffing and organisational development

Principle: Within the philosophy and level of care offered in the residential care service, management systems are responsive to the needs of care recipients, their representatives, staff and stakeholders, and the changing environment in which the service operates.

1.1 Continuous improvement
The organisation actively pursues continuous improvement.

1.2 Regulatory compliance
Management and staff have appropriate knowledge and skills to perform their roles effectively.

1.3 Education and staff development
Management and staff have appropriate knowledge and skills to perform their roles effectively.

1.4 Comments and complaints
Each care recipient (or his or her representative) and other interested parties have access to internal and external complaints mechanisms.

1.5 Planning and leadership
The organisation has documented the residential care service’s vision, values, philosophy, objectives and commitment to quality throughout the service.

1.6 Human resource management
There are appropriately skilled and qualified staff sufficient to ensure that services are delivered in accordance with these standards and the residential care service’s philosophy and objectives.

1.7 Inventory and equipment
Stocks of appropriate goods and equipment for quality service delivery are available.

1.8 Information systems
Effective information management systems are in place.

1.9 External services
All externally sourced services are provided in a way that meets the residential care service’s needs and service quality goals.

Standard 2
Health and personal care

Principle: Care recipients’ physical and mental health will be promoted and achieved at the optimum level in partnership between each care recipient (or his or her representative) and the health care team.

2.1 Continuous improvement
The organisation actively pursues continuous improvement.

2.2 Regulatory compliance
The organisation has systems in place to identify and ensure compliance with all relevant legislation, regulatory requirements, professional standards, and guidelines, about health and personal care.

2.3 Education and staff development
Management and staff have appropriate knowledge and skills to perform their roles effectively.

2.4 Clinical care
Care recipients receive appropriate clinical care.

2.5 Specialised nursing care needs
Care recipients’ specialised nursing care needs are identified and met by appropriately qualified nursing staff.

2.6 Other health and related services
Care recipients are referred to appropriate health specialists in accordance with the care recipient’s needs and preferences.

2.7 Medication management
Care recipients’ medication is managed safely and correctly.

2.8 Pain management
All care recipients are as free as possible from pain.

2.9 Palliative care
The comfort and dignity of terminally ill care recipients is maintained.

2.10 Nutrition and hydration
Care recipients receive adequate nourishment and hydration.

2.11 Skin care
Care recipients’ skin integrity is consistent with their general health.

2.12 Continence management
Care recipients’ continence is managed effectively.

2.13 Behavioural management
The needs of care recipients with challenging behaviours are managed effectively.

2.14 Mobility, dexterity and rehabilitation
Optimum levels of mobility and dexterity are achieved for all care recipients.

2.15 Oral and dental care
Care recipients’ oral and dental health is maintained.

2.16 Sensory loss
Care recipients’ sensory losses are identified and managed effectively.

2.17 Sleep
Care recipients are able to achieve natural sleep patterns.

Standard 3
Care recipient lifestyle

Principle: Care recipients retain their personal, civic, legal and consumer rights, and are assisted to achieve active control of their own lives within the residential care service and in the community.

3.1 Continuous improvement
The organisation actively pursues continuous improvement.

3.2 Regulatory compliance
The organisation has systems in place to identify and ensure compliance with all relevant legislation, regulatory requirements, professional standards, and guidelines, about care recipient lifestyle.

3.3 Education and staff development
Management and staff have appropriate knowledge and skills to perform their roles effectively.

3.4 Emotional support
Each care recipient receives support in adjusting to life in the new environment and on an ongoing basis.

3.5 Independence
Care recipients are assisted to achieve maximum independence, maintain friendships and participate in the life of the community within and outside the residential care service.

3.6 Privacy and dignity
Each care recipient’s right to privacy, dignity and confidentiality is recognised and respected.

3.7 Leisure interests and activities
Care recipients are encouraged and supported to participate in a wide range of interests and activities of interest to them.

3.8 Cultural and spiritual life
Individual interests, customs, beliefs and cultural and religious backgrounds are valued and fostered.

3.9 Choice and decision-making
Each care recipient (or his or her representative) participates in decisions about the services the care recipient receives, and is enabled to exercise choice and control over his or her lifestyle while not infringing on the rights of others.

3.10 Care recipient security of tenure and responsibilities
Care recipients have secure tenure within the residential care service, and understand their rights and responsibilities.

Standard 4
Physical environment and safety systems

Principle: Care recipients live in a safe and comfortable environment that ensures the quality of life and welfare of care recipients, staff and visitors.

4.1 Continuous improvement
The organisation actively pursues continuous improvement.

4.2 Regulatory compliance
The organisation has systems in place to identify and ensure compliance with all relevant legislation, regulatory requirements, professional standards, and guidelines, about physical environment and safety systems.

4.3 Education and staff development
Management and staff have appropriate knowledge and skills to perform their roles effectively.

4.4 Living environment
Management of the residential care service is actively working to provide a safe and comfortable environment consistent with care recipients’ care needs.

4.5 Occupational health and safety
Management is actively working to provide a safe working environment that meets regulatory requirements.

4.6 Fire, security and other emergencies
Management and staff are actively working to provide an environment and safety systems of work that minimise fire, security and emergency risks.

4.7 Infection control
An effective infection control program.

4.8 Catering, cleaning and laundry services
Hospitality services are provided in a way that enhances care recipients’ quality of life and the staff’s working environment.

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Appendix 3: The Australian Charter of Healthcare Rights

My healthcare rights

I have a right to:

Access
- Healthcare services and treatment that meets my needs

Safety
- Receive safe and high quality health care that meets national standards
- Be cared for in an environment that is safe and makes me feel safe

Respect
- Be treated as an individual, and with dignity and respect
- Have my culture, identity, beliefs and choices recognised and respected

Partnership
- Ask questions and be involved in open and honest communication
- Make decisions with my healthcare provider, to the extent that I choose and am able to
- Include the people that I want in planning and decision-making

Information
- Clear information about my condition, the possible benefits and risks of different tests and treatments, so I can give my informed consent
- Receive information about services, waiting times and costs
- Be given assistance, when I need it, to help me to understand and use health information
- Access my health information
- Be told if something has gone wrong during my health care, how it happened, how it may affect me and what is being done to make care safe

Privacy
- Have my personal privacy respected
- Have information about me and my health kept secure and confidential

Give feedback
- Provide feedback or make a complaint without it affecting the way that I am treated
- Have my concerns addressed in a transparent and timely way
- Share my experience and participate to improve the quality of care and health services

For more information ask a member of staff or visit safetyandquality.gov.au/your-rights
Appendix 4: Cytotoxic Fact Sheet

CYTOTOXIC FACT SHEET

Cytotoxic drugs and related waste are hazardous substances

If control measures are not used, workers may be at risk of adverse health outcomes.

What are Cytotoxic Drugs?
- Substances that kill cells
- Used to treat:
  - Cancer
  - Rheumatoid Arthritis
  - Multiple sclerosis
  - Psoriasis
  - Systemic Lupus Erythematosus (SLE)
  - Ophthalmology Conditions
- Cytotoxic drugs are:
  - Carcinogenic
  - Mutagenic
  - Teratogenic

How might I be exposed?
- Inhalation
- Ingestion
- Dermal absorption
- Mucosal absorption
- Percutaneous injury

How do I recognise Cytotoxics at my facility?
- Containers are:
  - Purple in colour
  - White label with a symbol of a cell in telophase
  - Labelled as ‘Cytotoxic’
  - Purple stickers in medical record, on contaminated IV lines, drainage bags and pathology specimens

What is Cytotoxic Waste?
Cytotoxic contaminated body waste:
- Urine
- Bowel Motions
- Vomit
- Blood
- Fluids drained from body cavities

Requires staff to wear PPE for 7 days after cytotoxic administration when handling body waste

Cytotoxic waste includes:
- Incontinence aids, ostomy bags & disposable nappies/pads
- Linen or clothing that is contaminated with cytotoxic drugs or body waste
- Bedding that is contaminated and is unable to be cleaned
- Materials/equipment used in preparation, transport, administration, & disposal of cytotoxic drugs e.g. Disposable medicine cups, IV lines
- Pathology specimens that contain cytotoxic contaminated body waste

PPE to be worn when handling cytotoxic waste and cytotoxic drugs regardless of dose or route
- Impermeable gown with closed front, long sleeves and elastic cuffs
- 1 x pair of purpose manufactured gloves or 2 x pairs of powder-free latex gloves pulled over gown cuffs
- Class P2 (N95) Respiratory Protective Equipment
- Protective Eyewear (Goggles or safety spectacles with side shields as a minimum)

How do I decrease my risk of exposure?
- Eliminate dangerous work practices e.g. all cytotoxic drugs must be prepared in pharmacy
- Substitute hazardous work processes e.g. use needleless access systems
- Use barriers & technology to prevent exposure e.g. use a Cytotoxic Drug Safety Cabinet for drug preparation
- Use hospital policies, Standard Operating Procedures, training, signs and labels
- Use Personal Protective Equipment (PPE)

What do I do if I am personally exposed?
- Clean contaminated skin with soap and copious amounts of water for at least 15 minutes (shower if necessary)
- Irrigate contaminated eye, mouth, and/or nose with normal saline for at least 15 minutes
- Manage contaminated clothing as per hospital policy
- Report to - Manager, Workplace Health & Safety
- Complete a Workplace Incident Report Form
- Follow hospital policy and procedure for management and follow up

What do I do to manage a cytotoxic spill?
- Stay with the spill and get help
- Access a Hazardous Drugs Spill Kit
- If trained, decontaminate the spill by following the hospital policy
- Complete PRIME

Once you have read this FACT sheet, complete the Staff Training Form

Appendix 5: Moments of hand hygiene

5 Moments for HAND HYGIENE

1. BEFORE TOUCHING A PATIENT
   - When: Clean your hands before touching a patient and their immediate surroundings.
   - Why: To protect the patient against acquiring harmful germs from the hands of the HCW.

2. BEFORE A PROCEDURE
   - When: Clean your hands immediately before a procedure.
   - Why: To protect the patient from harmful germs (including their own) from entering their body during a procedure.

3. AFTER A PROCEDURE OR BODY FLUID EXPOSURE RISK
   - When: Clean your hands immediately after a procedure or body fluid exposure risk.
   - Why: To protect the HCW and the healthcare surroundings from harmful patient germs.

4. AFTER TOUCHING A PATIENT
   - When: Clean your hands after touching a patient and their immediate surroundings.
   - Why: To protect the HCW and the healthcare surroundings from harmful patient germs.

5. AFTER TOUCHING A PATIENT’S SURROUNDINGS
   - When: Clean your hands after touching any objects in a patient's surroundings when the patient has not been touched.
   - Why: To protect the HCW and the healthcare surroundings from harmful patient germs.

Appendix 6: The 6 Rights of safe medication administration

Appendix 7: PINCHA

Medication safety

As a prescriber, nurse or pharmacist what do I need to know and do about High Risk Medicines?

- P – Potassium
- I – Insulin
- N – Narcotics
- C – Cytotoxics
- H – Heparin and other anticoagulants
- A – Antimicrobials and ADRs

Time to focus on PINCHA


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