



NURSING STUDENT ORIENTATION MANUAL



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Welcome to the Sunshine Coast Hospital and Health Service (SCHHS)

The Sunshine Coast HHS provides services at a variety of facilities including:

- [Sunshine Coast University Hospital](#)
- [Nambour General Hospital](#)
- [Caloundra Health Service](#)
- [Gympie Hospital](#)
- [Maleny Soldiers Memorial Hospital](#)

A range of sub-acute, ambulatory and extended care, community health, mental health, oral health services, and aged care services are offered at many smaller facilities including the [Glenbrook Residential Aged Care Facility](#).

The Sunshine Coast University Hospital (SCUH) at Birtinya commenced services in March 2017 and is planned to expand to a 738-bed facility. This tertiary teaching facility offers a range of new and expanded clinical services for the Sunshine Coast, along with state-of-the-art education and research services offered at the Sunshine Coast Health Institute (SCHI). SCHI also has a unique partnership with the University of the Sunshine Coast, Griffith University and TAFE Queensland.

Through the opening of SCUH and the transformation of existing facilities at Nambour and Caloundra, the Sunshine Coast HHS is investing to meet the growing healthcare needs of our community and deliver exceptional care into the future. In addition to offering clinical services, the SCHHS recognises and values the important contribution students on placements make to the care of patients and support of their families.

On behalf of the SCHHS workforce, we welcome you to your clinical placement. We look forward to working with you during your clinical placement and hope that it is both a challenging and rewarding experience.

Our Vision

Health and wellbeing through exceptional care.

Our Purpose

To provide high quality health care in collaboration with our communities and partners, enhanced by education and research.

Our strategic priorities and our future

The Sunshine Coast HHS has aligned its future planning to the Queensland Government's statement of objectives for the community and My health, Queensland's future: Advancing health 2026.

This will be achieved through:

- **Responsive health service** - Providing a network of health services that are responsive to the needs of our population/region

- **Partnerships** - Strengthen and grow strategic and operational partnerships
- **Focus on people** - Inspire a workplace where staff thrive and know they are valued
- **Grow research and education capability** - Leading and embedding an education and research culture
- **Embrace technology for a digital future** - Leveraging digital and technology advances in health care
- **Closing the Gap** - Aboriginal and Torres Strait Islander health – making it everyone's business.



We recognise that the provision of quality clinical placements and appropriate support is critical in the preparation for professional and competent graduate nurses. This orientation manual has been developed to facilitate your learning experience and enable you to have foundational information to prepare you for your upcoming clinical placement.

Student Placement Hub Contact Information

Student placements are coordinated and delivered in a collaborative manner, with the SCHI partners and other education providers (EP's). The [Student Placement Hub](#) is responsible for the co-ordination, liaison, and support for student clinical placements from nursing, midwifery and allied health disciplines throughout the SCHHS. Clinical placements are then delivered throughout a wide range of clinical environments across the SCHHS region as listed above.

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Nursing Placement Model, Collaborative Learning in Practice (CLiP)

The SCHHS changed its nursing student placement model in 2020, following a successful trial of the model in Nambour and Maleny the previous year. The CLiP model benefits the student by; foster learning, develop a sense of belonging, and optimise engagement and achievement of learning outcomes.

The model provides a safe, supportive environment for students, willingness of staff to provide mentorship and inclusion of students in as many learning opportunities as possible. You will be assigned to a buddy (RN/EN), to work alongside you on each shift. Students are regularly encouraged to reflect on their own practice, focus on areas of improvement and address identified learning needs.

A Clinical Facilitator is assigned to each ward, to develop and embed the model, become part of the team and assist in developing a positive learning culture. Their role is to facilitate a learning environment by acting as a clinical and educational resource, to work alongside students and staff, seek feedback from staff about students and complete mid-way and final assessments.

Minimum Pre-Placement Requirements

It is important that you read, understand and comply with Queensland Health's policies, guidelines and requirements before and during your placement with the SCHHS.

All students must complete the [SCHHS Student Minimum Pre-placement Requirements](#) prior to commencement of placement or your placement may be cancelled. Log on details will be sent to your email address as listed by your education provider. You must ensure that all the listed requirements are commenced as soon as you receive your log on details and completed prior to starting your placement. This will ensure that your onboarding requirements are processed prior to placement. If you have not received this email one week prior to placement, check your inbox or junk mailbox before contacting your education provider placement coordinator for further support.

When all the requirements are complete, print a copy of the certificates/transcript, and other listed documents (e.g. VPD evidence) and bring on your first day of placement as evidence of completion.

Roles Supporting Nursing Students

Buddies

Buddies are nurses who work within your clinical area who you will be “buddied” up with to support your transition into the role as a nurse. Buddies are ideally positioned to provide



support at the point of care and extend available clinical support outside of the Clinical Facilitator hours.

Nurse Unit Manager (NUM)/ Clinical Coach (CC)

- Liaison with Clinical Facilitator as required
- Assist with allocation of suitable preceptors for students
- Compliance with safety and wellbeing of students allocated to the clinical area
- Management of staff assigned as buddy's
- Be supportive of continuing professional development of buddy's.

Clinical Facilitator (CF)

The Clinical Facilitator is a Registered Nurse who is appointed to facilitate and supervise learning, evaluating students undertaking clinical placement within SCHHS facilities. Facilitation provides an ideal forum to promote a culture of lifelong learning in a supportive environment.

The primary role of the Clinical Facilitator is to:

- Act as a professional role model
- Assess student learning needs
- Educate/Facilitate learning experiences and opportunities
- Evaluate learning performance, clinical skills and behaviours.

Expectations During Placement

On clinical placement and at any time within our Health Service, you are expected to adhere to the following requirements:

Scope of Practice

Our expectation is that all students demonstrate a clear understanding of the NMBA National competency standards for their role, whilst on placement. Please seek clarification from your EP or CF if you are unsure about a skill, and whether you may practice that skill or not. If it is not covered in your theory/curriculum, you cannot undertake that skill/task whilst on placement. Please understand that here at the SCHHS we cater for many students, at all different qualification levels (i.e. Enrolled Nurse, Registered Nurse or Midwife) and from different Education Providers. Therefore, it may be necessary to prompt others to remind them about your scope of practice for your level of training.

If a staff member asks you to go outside your scope of practice, please inform them that you are unable to do this – **TAKE 5**. Please be aware that they are putting their registration at risk if they make this request. If you feel this is a reoccurring behaviour from a staff member, please escalate your concerns with an appropriate person (CF or Team Leader of the shift).



Uniform - Professional Appearance

Students are required to wear the clinical uniform as per their Education Providers requirements when completing clinical placement. The uniform must always be worn in a professional manner i.e. clean, neat and tidy. Consideration should be given to appropriate footwear, the amount and type of jewellery worn, and how hair is worn. The SCHHS has a 'closed shoe' and 'bare below the elbow' policy to reduce the spread of infection. This means no jewellery and no false nails or nail polish. Please refer to the SCHHS Uniform, dress standards and personal presentation procedure on QHEP's for more in depth information as required.

Identification

A photo identification badge (issued by the education provider or by SCHI) is always to be visibly worn whilst on placement. As you are aware the print on these badges is very small, so you might also consider providing your own name badge (first name only). It should be made clear, when introducing yourself to other members of the workforce, patients and consumers that you are a student to enable the opportunity to have shared expectations.

Rosters

You will receive your roster from your education provider prior to commencing clinical placement. Please check to ensure you are familiar with your shift times. The roster is carefully written in accordance with Qld Health roster guidelines and as such, there is very little opportunity for changes. Please do not contact your CF prior to placement to discuss roster changes, this can be done once on placement if necessary.

Absence from Clinical Placement

Students must contact the clinical area, and their CF (within their working hours) and their EP if they are unable to attend placement/shift. A medical certificate is required ASAP in accordance with the relevant education provider process, along with submitting the certificate in the required manner (e.g. uploading to database or submitting to the relevant staff member).

Privacy and Confidentiality

SCHHS places very high importance on maintaining patient confidentiality and protecting privacy, as having a patient's trust is critical to providing high quality care, and this is a legal and ethical obligation. Students who have access to identifying information need to be familiar with the relevant confidentiality and privacy requirements outlined below:

- Personal information is provided by patients on the understanding that it will not be mishandled or inappropriately disclosed. Students working within SCHHS are bound by the Health Services policies and procedures
- Under no circumstances is a student allowed to access information relating to her/himself without going through the correct channels
- For those students who do not receive ieMR access, they must not use their buddy's log in and must only interact in this platform with their buddy/CF present. If you are unsure, please speak with your CF.



Social Media

Students are required to be aware of their responsibilities under the Code of Conduct regarding social media. Prior to posting any comments or photos on social media, students are to consider the likelihood of damage to the reputation or brand of the SCHHS, a person, or themselves. No photos are to be taken in any clinical areas and posted on social media.

Content posted on a social media site is immediately in the public domain and no longer deemed controllable. Social media posts can be **detrimental to a person's career, registration and employment**. It is suggested that you do not post anything regarding clinical placement on social media.

Students are to be aware that if they are taking a photo of their student group, ID badges are not to be visible, and that the behaviour in the photo is of a professional nature. Inappropriate photos posted on social media by students will result in a breach of the Code of Conduct and students will face disciplinary action by the SCHHS and their education provider.

Raising Professional Issues During Placement

It is our expectation that all students demonstrate a professional standard of behaviour in accordance with the Nursing and Midwifery Board (NMBA) Code of Conduct and Code of Ethics, as well as the education provider's and SCHHS Code of Conduct.

As part of demonstrating our commitment to uphold the Code of Conduct, we need to identify, and report conduct that is not consistent with this Code. We will support all students who report genuine concerns of wrongdoing and will manage any reports of suspected wrongdoing in a fair, transparent and consistent manner. If you find yourself involved in a difficult situation that involves a conflict, harassment, bullying or other unacceptable behaviour, please be aware that your Clinical Facilitator, your Course Coordinator and your education provider's Student Wellbeing Services are available for support. In less severe circumstances, you would generally, be expected to initially approach the situation/individual yourself to see if it can be resolved, in an amicable and timely fashion.

Providing Feedback

Constructive feedback is provided to enable you to achieve/assess your professional and personal goals, help create and consolidate learning experiences. Without effective and appropriate feedback, you will have little or no knowledge of your performance and progress. Feedback is therefore an essential communication tool between your Clinical Facilitator, buddy and yourself, so please ask lots of questions and expect to be questioned during your placement. It is an expectation 😊 and a gift to you to enhance your learning whilst on placement.

Medication Safety

All nursing students may only administer medications under the **DIRECT SUPERVISION** of an RN who is authorized, educated and assessed as competent to perform the same medication activity.



Degree students may administer Schedule 8 medications under the direct supervision of a registered nurse, if it is within their scope as outlined by their EP. The student is not to sign for the medication and there **must** be a third person in the checking process.

A student must not interact with an IV pump - change rates or bags, remove an IVC or flush any IV lines/bung without supervision. All medications/fluids must be double checked with your RN buddy or Clinical Facilitator.

Assessments

Each education provider has developed tools aligned to the legislative requirements of their program to assess student's competence. Assessment focuses overall on the student's performance, that is, the extent to which each criteria/learning objective has been met overall for the clinical placement. Its' purpose is to rate the level of achievement reached on completion of the placement.

All **Degree** student cohorts will have to submit both progressive and summative assessments. The following is to be completed by your clinical facilitator on the **ANSAT**:

- 1 x progressive (halfway) and 1 x summative (end of placement)
- A date and time will be scheduled with you by your clinical facilitator, your self-assessments must be completed prior to this meeting
- If indicated, an informal assessment(s) can be completed in aid of providing formal feedback and to support your learning requirements, +/- a learning plan
- Daily use of the Check in Check out (CICO) process to ensure you are meeting your daily goals.

TAFE students are encouraged to discuss their placement goals and review their Vocational Placement booklets with their clinical facilitator during the first few days. At this time your CF will organise a date and time to support you in your completion of your booklet as required by TAFE. All TAFE students are accountable to ensure that you ask your RN buddies to sign off your learning requirements as you go, to support your learning goals and experiences.

If you have any questions about your assessment/workbooks and/or your buddy has any questions that you are unsure of, please contact your clinical facilitator for assistance.

Student Documentation

Students are encouraged to document as it is an essential communication skill that you need to develop. All changes to the condition of the patient should be documented including: the time the changes were observed, to whom the changes were reported, what actions/interventions were implemented, and what further action or review is required.

Nursing Care Plans and Clinical Pathways are updated and completed progressively as patient care dictates. All entries must be countersigned by your buddy and/or CF.



The Sunshine Coast University Hospital and Nambour Hospital have implemented Integrated Electronic Medical Records (ieMR). Depending on your year level you may be provided with a QH computer (Novell) account. Your Novell username and password are required for ieMR access. You will be required to document your clinical tasks and interventions under your **Student Nurse** ieMR access. You will need to clinically handover your findings to your buddy and forward your documentation to your buddy to review and countersign. It is your responsibility to ensure this is done in a timely manner and before the end of your shift and going home.

For those students who do not receive ieMR access, you will interact with ieMR alongside your buddy or CF. At no time should you accept and use your buddy's Novell access, as this is a breach of policy.

Reporting Incidents

In the event you are involved in an incident whilst on clinical placement, please notify your CF as soon as practical so a RiskMan entry can be completed. If the incident involves a patient, the buddy and/or CF **MUST** complete an electronic Queensland Health RiskMan and inform the NUM of the clinical area and the Nurse Educator/Manager, Undergraduate Coordinator.

If your education provider has a specific incident form, this must be completed as well. Whilst there is a "no blame policy" within Queensland Health, all incidents will be reviewed to determine how to avoid any recurrence.

CATs, TOOLS and TIPS

These documents, underpinned by current evidence, including clinical guidelines and procedures, are used to support skill acquisition and practical demonstration. They are developed by the SCHHS Nursing and Midwifery Practice Development team to:

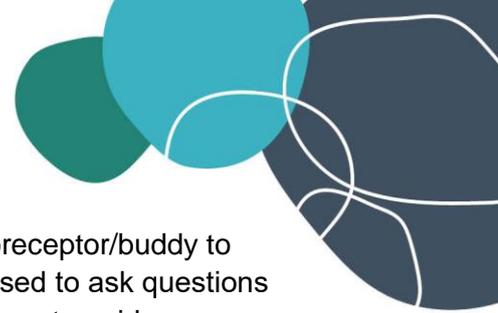
- improve standards of care and patient safety by enabling consistent clinical practices
- provide a standardised, logical approach to support teaching, learning and assessment

The CATs, TOOLS and TIPS can be accessed via the Nursing and Midwifery Practice Development page on QHEPS and given to you by your CF/Buddy to support your learning whilst on placement.

Coping Strategies

The demands of shift work, complex patients and acquiring new knowledge and skills are just a few of the challenges you will face during your placement. There will be times where you may feel overwhelmed, confused and lost. It is important to know that you are not alone. Don't be afraid to reach out and ask for help or support.

Caring for complex patients can be stressful and exhausting. Even the most experienced nurses can feel overwhelmed with the stress of caring for patients with serious illnesses. As a student nurse, you must accept that you cannot know everything, and understand it is



impossible to train for every scenario. Utilise your clinical facilitator and preceptor/buddy to ask questions to improve your learning experiences. Don't feel embarrassed to ask questions or discuss patient situations with them. Use their knowledge and experience to guide you. Make the most of your placement by embracing all the learning opportunities offered to you.

Nursing is a very rewarding career, but it can also be very draining; emotionally, mentally and physically. It is crucial that you understand that it takes time to become competent and confident in any new role, regardless of your experience. **Seek support when needed.** Speak up when necessary to protect yourself and your patients.

These are some strategies you could implement to help you through your placement:

- Network and develop relationships with your fellow students as they are going through the same journey as you and can relate to how you feel
- Use the TAKE 5 – student safety initiative to support your learning experiences (see below)
- Don't be too hard on yourself. Set SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals
- Look after yourself – eat well, exercise and get enough sleep
- Develop a strong support network with your preceptor/buddy, clinical facilitator and colleagues. Ask them questions and use their knowledge and experience to guide you.
- Be organised and aware of the expectations of completing your placement
- Recognise other factors that may be impacting on your placement and try to reduce these stressors (see Appendix A).

If you feel like you are not coping, PLEASE speak up and ask for help.

Student Safety – TAKE 5

This initiative is to support students who are on placement within the SCHHS who need to stop, step away and take time to reflect on some of the following to ensure safe practice, patient safety and their own wellbeing.

1. Patient safety

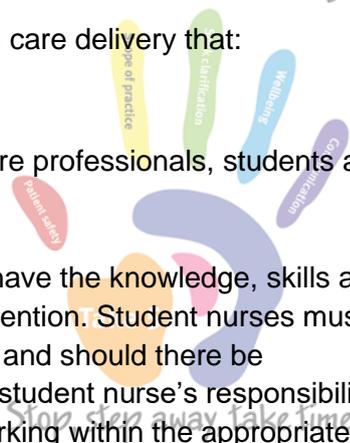
Patient safety is the prevention of harm to patients through care delivery that:

- Prevents errors
- Learns from the errors that do occur
- Has a culture of safety that involves patients, health care professionals, students and the organisation.

2. Scope of Practice

At all times, student nurses should demonstrate that they have the knowledge, skills and abilities necessary to perform a specific task/nursing intervention. Student nurses must also adhere to their education providers scope of practice, and should there be discrepancy, the lesser scope should be followed. It is the student nurse's responsibility to be accountable for their actions and ensure they are working within the appropriate scope of practice.

Student Safety





3. *Seek Clarification*

In communication, clarification involves offering back to the buddy/preceptor the essential meaning, as understood by the student, of what they have just said. Thereby checking that the students understanding is correct and resolving any areas of confusion or misunderstanding leading to unsafe practice.

4. *Wellbeing*

Is the state of being comfortable, healthy and happy. We want to focus on the four dimensions of wellbeing to support students whilst on placement– mental, social, financial and physical for students.

5. *Communication*

The importance of communication in providing safe and quality healthcare is evident from research and clinical practice. This is a key element that students should feel empowered to deliver in a safe manner that is supported by their buddy/preceptor.

Facility Information

[Click here](#) to be taken to the SCHHS internet page for information on carparking, transport and maps at each facility.

Evaluations

Your feedback is important to us; we can only make changes if we know where improvements are needed. We would very much like to hear how your clinical placements went on the ward or unit and your views on the revised CLiP nursing placement model. You will be sent a link to Survey Monkey, so please take the time to give us your valuable feedback.



Appendix A

Checklist of Potential Factors Impacting on Placement

✓/✘	Issue	Comments
	General health	
	Hearing / vision	
	Fatigue	
	Travel difficulties	
	Previous history of trauma	
	Child Care	
	Care of other dependents	
	Family commitments	
	Learning difficulties	
	Physical disabilities	
	English as a second language	
	Work commitments outside placement	
	Religious practices e.g. dress, prayer time, Ramadan	
	Meeting required placement hours	
	Clinical performance	
	Professional/behavioral issues	
	Expectation of student/supervisors	
	Environmental issues	
	Other	



References

Sunshine Coast Hospital and Health Service webpage, Queensland Health Access on 15072020; <https://www.health.qld.gov.au/sunshinecoast>

Hallinan C, Omaye L, 2020. SCHHS Graduate Nurse/Midwifery Program Information Booklet, Sunshine Coast Hospital and Health Service, Queensland Health.

2020. Nursing Clinical Placement, Orientation Manual Townsville Hospital and Health Service, Queensland Health

2020. Clinical Facilitator Manual, Student Hub, Sunshine Coast Hospital and Health Service, Queensland Health.