Preamble

A clinical challenge is a document that is developed in response to an identified deficit related to student nursing practice, either in the Horizon Hospital and Health Service (HHHS) or in a clinical placement venue.

The intent of the clinical challenge is to assist the student to recognise areas of identified clinical deficit or inappropriate behaviours, so that they can focus on improving their practice in these identified areas. Prior to the implementation of a clinical challenge the student, the clinician and the lecturer/clinical facilitator should discuss the student’s performance to identify areas of strengths and deficits. Other than in instances where students have been precluded or suspended from clinical placement, students will be placed on a clinical challenge to give them an opportunity to improve their performance to assist in successfully completing the placement and avoiding a fail grade for the course.

Students will be offered only one (1) Clinical Challenge contract in each clinical course. This means that if a student passes a Clinical Challenge but is subsequently found to be practicing below the standards expected to pass the course, a fail grade will be recorded and the student removed from placement.

A student may be removed from the clinical venue by UniSA staff or at the request of the venue at any time during the placement for unsafe practice or inappropriate behaviour as outlined in the University’s Assessment Policy and Procedure Manual. This will result in a fail grade for the course.

Students who fail a clinical placement course will be required to undertake a remedial workshop and pass a clinical assessment before attempting the course again.

Further information can be found at http://w3.unisa.edu.au/policies/manual/default.asp.

Method of implementing clinical challenge

When a student’s competence, either practical or professional, is assessed at below the expected level by Registered Nurses in the clinical setting and the Clinical Facilitator, the following steps will be taken:

1. The lecturer/clinical facilitator will discuss identified deficits with the student, initiate counselling (if required) and negotiate a Clinical Challenge, in consultation with the Academic Liaison/ Course Coordinator.

2. A written clinical challenge will be issued, detailing:
   - The specific course objective/s and or NMBA Registered Nurse standards for practice (2016) not being achieved,
   - The recommended strategies for improvement,
   - Assistance available,
   - Objective/competency outcomes that must be achieved for a pass grade,
   - The time-span in which the objective/competency must be demonstrated,
   - Venue for clinical challenge evaluation (either Horizon Hospital and Health Service (HHHS) or clinical venue),
   - Agreement to the conditions of the clinical challenge by all concerned.
3. Copies of the instigated signed clinical challenge will be scanned by the clinical facilitator and emailed to the:
   
   - Student
   - Academic Liaison/Course Coordinator

The document may be forwarded to the Program Director or Head of School as required for information or follow up.

**Redemption of clinical challenge**

- Successful completion of the clinical challenge requires a demonstration of the achievement of specified objective/competency within the specified time-span. Evidence of the student's performance and other information impacting on the decisions regarding the redemption or failure of redemption of a clinical challenge are to be documented by the Clinical Facilitator. The Clinical Facilitator will seek assistance from the Academic Liaison/Course Coordinator regarding the implementation and assessment outcomes associated with any clinical challenge processes implemented. If the clinical challenge is not successfully completed, or, if the student's performance is not maintained following a successful redemption of the clinical challenge, the placement will be immediately suspended and the student will receive a fail grade for the clinical assessment and the course.

- Method: The **FINAL** signed copy will be scanned by the clinical facilitator and emailed to the Academic Liaison/Course Coordinator. The final signed copy should be saved in the student file and forwarded to the Course Coordinator, Program Director and/or Head of School as required for information or follow up.
Performance Deficit Identified
(Document in accordance with course objectives/NMBA Registered Nurse standards for practice (2016). Include a brief statement of evidence & delete NMBA competencies not applicable to this challenge THEN DELETE THIS SENTENCE IN BRACKETS)

It has been identified by the Clinical Facilitator that…………………………………………………………………………………. (student name) has……………………………………

This is evidenced by
• ……………………………………………………………………………………………
• ……………………………………………………………………………………………
• ……………………………………………………………………………………………
• ……………………………………………………………………………………………
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and aligns with the following NMBA Registered Nurse standards for practice (2016) (delete those not applicable; add exemplar statements where applicable THEN DELETE THIS SENTENCE IN BRACKETS)
Nursing and Midwifery Board of Australia - Registered nurse standards for practice (2016)

Standard 1: Thinks critically and analyses nursing practice

RNs use a variety of thinking strategies and the best available evidence in making decisions and providing safe, quality nursing practice within person-centred and evidence-based frameworks.

The registered nurse:

1.1 accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice

1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice

1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures

1.4 complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions

1.5 uses ethical frameworks when making decisions

1.6 maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations, and

1.7 contributes to quality improvement and relevant research.

Standard 2: Engages in therapeutic and professional relationships

RN practice is based on purposefully engaging in effective therapeutic and professional relationships. This includes collegial generosity in the context of mutual trust and respect in professional relationships.

The registered nurse:

2.1 establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships

2.2 communicates effectively, and is respectful of a person’s dignity, culture, values, beliefs and rights

2.3 recognises that people are the experts in the experience of their life

2.4 provides support and directs people to resources to optimise health-related decisions

2.5 advocates on behalf of people in a manner that respects the person’s autonomy and legal capacity

2.6 uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes

2.7 actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care

2.8 participates in and/or leads collaborative practice, and

2.9 reports notifiable conduct of health professionals, health workers and others.

Standard 3: Maintains the capability for practice

RNs, as regulated health professionals, are responsible and accountable for ensuring they are safe, and have the capability for practice. This includes ongoing self-management and responding when there is concern about other
health professionals’ capability for practice. RNs are responsible for their professional development and contribute to the development of others. They are also responsible for providing information and education to enable people to make decisions and take action in relation to their health.

The registered nurse:

3.1 considers and responds in a timely manner to the health and wellbeing of self and others in relation to the capability for practice

3.2 provides the information and education required to enhance people’s control over health

3.3 uses a lifelong learning approach for continuing professional development of self and others

3.4 accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of others to whom they have delegated responsibilities

3.5 seeks and responds to practice review and feedback

3.6 actively engages with the profession, and

3.7 identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people.

**Standard 4: Comprehensively conducts assessments**

RNs accurately conduct comprehensive and systematic assessments. They analyse information and data and communicate outcomes as the basis for practice.

The registered nurse:

4.1 conducts assessments that are holistic as well as culturally appropriate

4.2 uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice

4.3 works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of people and populations to determine priorities for action and/or for referral, and

4.4 assesses the resources available to inform planning.

**Standard 5: Develops a plan for nursing practice**

RNs are responsible for the planning and communication of nursing practice. Agreed plans are developed in partnership. They are based on the RNs appraisal of comprehensive, relevant information, and evidence that is documented and communicated.

The registered nurse:

5.1 uses assessment data and best available evidence to develop a plan

5.2 collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons

5.3 documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes

5.4 plans and negotiates how practice will be evaluated and the time frame of engagement, and

5.5 coordinates resources effectively and efficiently for planned actions.

**Standard 6: Provides safe, appropriate and responsive quality nursing practice**

RNs provide and may delegate, quality and ethical goal-directed actions. These are based on comprehensive and systematic assessment, and the best available evidence to achieve planned and agreed outcomes.
The registered nurse:

6.1 provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people

6.2 practises within their scope of practice

6.3 appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse’s scope of practice or others’ clinical or non-clinical roles

6.4 provides effective timely direction and supervision to ensure that delegated practice is safe and correct

6.5 practises in accordance with relevant policies, guidelines, standards, regulations and legislation, and

6.6 uses the appropriate processes to identify and report potential and actual risk related system issues and where practice may be below the expected standards.

Standard 7: Evaluates outcomes to inform nursing practice

RNs take responsibility for the evaluation of practice based on agreed priorities, goals, plans and outcomes and revises practice accordingly.

The registered nurse:

7.1 evaluates and monitors progress towards the expected goals and outcomes

7.2 revises the plan based on the evaluation, and

7.3 determines, documents and communicates further priorities, goals and outcomes with the relevant persons.
Objectives to be attained for successful completion of this Clinical Challenge

Strategies Recommended
(Including support to be given by University staff)

Student Agreement to Clinical Challenge Contract

I agree to the clinical challenge contract being undertaken by..................................................... (Clinical Facilitator) at ................................................................. (venue)

Student Signature: ................................................................. Date: ..................

Clinical Facilitator Signature: ................................................................. Date: ..................

FINAL OUTCOME

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<tr>
<th>Redeemed</th>
<th>Not Redeemed</th>
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CLINICAL FACILITATOR COMMENTS:

If the student's performance is not maintained following a successful redemption of this clinical challenge, the student will receive a fail grade for the clinical assessment component of the course. Only one (1) clinical challenge is permitted per course.

Students who have been unsuccessful in redeeming their clinical challenge will fail their clinical performance assessment.

Student Signature: ................................................................. Date: ..................

Lecturer/Clinical Facilitator Signature: ................................................................. Date: ..................

Please ensure signed copies are forwarded by the clinical facilitator to the: Student, Academic liaison staff member/ Course Coordinator & Program Director.