Griffith UNIVERSITY
Queensland, Australia

School of Nursing & Midwifery

Bachelor of Nursing

Professional Experience Placement (PEP) Guidelines

2024

Acknowledgments:

This document incorporates information from previous PEP guidelines. Special thanks to the Professional Experience (clinical) Placements Office (Nursing); SONM BN Course Convenors; SONM BN Campus Program Advisors; the Director of Undergraduate Nursing Programs; and the Deputy Head of School (Learning & Teaching) for their contributions to this document.

Recency of information:

This document is updated annually. In the unlikely event that the information in this document contradicts University policy, University policy will take precedence.

INTRODUCTION TO THIS PROFESSIONAL EXPERIENCE PLACEMENT GUIDELINES

Work Integrated Learning (WIL) is essential and fundamental within the Bachelor of Nursing (BN) program. In a nursing program, WIL may also be referred to as Professional Experience Placement (PEP) or Clinical Placement. This document contains information that will prepare the student for placements throughout the BN program.

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While it is the school's responsibility to direct the student to the relevant information for professional experience (clinical) placement during their studies, it is *the student's* responsibility to adhere to policy, notify, and seek clarification from School staff about any issues that arise.

It is essential that all students within the BN program read this document carefully and refer to it before and during each professional experience (clinical) placement.

We wish you the very best for your professional experience (clinical) placements during your studies.

Dr Lynda Hughes, Director of Undergraduate Nursing Programs

Dr Judith Needham, Director of Undergraduate Nursing professional experience (clinical) placements

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Glossary of Terms

ANSAT	The Australian Nursing Standards Assessment Tool. Used in the assessment of professional experience (clinical) placement performance and is finalised during and at the end of placement
BN	Bachelor of Nursing.
BN Campus Program Advisor	The Griffith academic staff member responsible for providing program advice to Bachelor of Nursing students (one per campus)
BN Program Director (Director of Undergraduate Nursing Programs)	The Program Director, also known as the Director of Undergraduate Nursing Programs, is the Griffith academic staff member who has overall responsibility for the implementation, governance, and quality of the Bachelor of Nursing Program.
Buddy/Practice Partner/Registered Nurse	Registered or enrolled nurse/s that a student may be assigned to work alongside during professional experience (clinical) placement
Course Convenor (CC)	The academic on the students' campus who has responsibility for all theoretical assessment within the student's clinical course
Clinical Facilitator (CF)	A Registered Nurse responsible for coordinating student learning and assessment within the facility. The clinical facilitator liaises closely with the educators, RN buddies, ward staff, nurse unit manager, the student and the professional experience (clinical) placement coordinator.
Clinical Learning Plan (CLP)	If a student's performance on professional experience (clinical) placement is not meeting one or more of the RN standards for practice (NMBA, 2016), a Clinical Learning Plan (CLP) will be enacted. The CLP is a tool used by the Clinical Facilitator/Preceptor, in collaboration with the student and professional experience (clinical) placement coordinator, to guide and support the student in achieving the appropriate professional experience (clinical) placement outcomes
Professional experience (clinical) Placement Officer – Team Leader	The administrative member of the Placements Office who oversees the operational management of the Placement Office.
Professional experience (clinical) Placement Officer - Nursing (CPO)	The administrative member of the Griffith University Professional experience (clinical) placement office, responsible for the allocation of student placement under the supervision of the Professional experience (clinical) placement Director and Placement Officer team leader.

Health Placement Support Hub	The administrative area (team) – external to the School of Nursing and Midwifery who manage your fit for professional practice requirements (previously known as CMR's) for undertaking your professional experience in the clinical areas.
Preceptor	A preceptor is a Registered Nurse that a student is assigned to for the whole (or part of) a professional experience (clinical) placement as part of 'Preceptor Model'. During a preceptor placement you may be assigned to a small group of preceptors who will be responsible for assessment in this model and liaise closely with other ward staff, the student, and the professional experience (clinical) placement coordinator.
Professional experience (clinical) placement Coordinator (CPC)	An academic staff member who is responsible for all aspects related to professional experience (clinical) placement (supporting allocation, facility liaison, ANSAT marking and Clinical Learning Plans).
Professional experience (clinical) placement Director	The Senior Academic within the Professional experience (clinical) placement Office who has overall responsibility for all professional experience (clinical) placement office activities.
Facility	A healthcare provider that accepts students for professional experience (clinical) placement e.g., the Gold Coast University Hospital
Scope of Practice document	A document outlining the procedures, actions, and processes that the student is permitted to undertake while on professional experience (clinical) placement. (Appendix G)
Sonia	Sonia is a system for managing student placements. This system provides students with access to all placement-related information, such as time and date, placement facility, and pre-briefs. Students will also use Sonia to review and complete their ANSAT, as well as track and upload all relevant mandatory requirements as directed by the Fit for Placement office. Any medical certificates and statutory declarations required by the University for professional experience (clinical) placements will also be uploaded to the timesheet on the Sonia database.

1. OVERVIEW AND BACKGROUND INFORMATION

The School of Nursing and Midwifery is committed to preparing graduates who are person-centered, clinically competent, and research-informed in order to provide safe, quality, compassionate care in an ever-changing healthcare environment.

You can find out more here about the School's vision and values.

1.1 Professional experience placements within the BN program

Throughout the BN the student will develop professional nursing skills through on-campus and off-campus activities. The student will undertake experiential skill learning in clinical simulation on campus and will have opportunities to undertake professional experience (clinical) placements off campus across the health sector, including opportunities in rural and remote areas and internationally.

The Bachelor of Nursing (BN) Program is accredited for 880 hours of Professional Experience Placement (PEP) in a variety of settings relevant to the curriculum. Professional experience placements exclude simulation and are undertaken in Australia except for one optional offshore placement (consisting of up to 104 hours) example in Laos, Thailand or Vietnam. Completion of at least 800 hours of professional experience, over a variety of clinical placement settings is a mandatory component in order to successfully meet the requirements of NMBA (AHPRA) registration.

For students undertaking the standard BN program, PEP is introduced in the Program's first year, second trimester. This ensures students are adequately prepared through theoretical and simulated learning experiences to engage positively in PEP. Students who are admitted to the Program through alternative entry pathways (i.e. Advanced Standing, International Qualified Nurse, Diploma of Health Care from Griffith College) commence PEP in their first trimester of study. In their final year of study, all students undertake PEP in both trimesters, enabling achievement of the Registered Nurse Standards for Practice (Nursing and Midwifery Board, 2016). A capstone PEP experience (320 hours) assists students' transition to the Registered Nurse role.

1.2 Clinical courses

'Clinical courses' are those courses which have a professional experience (clinical) placement as an assessment item.

The professional experience (clinical) placement takes place in a health care facility or healthcare agency and the student's practice is supervised using one of several clinical facilitation models (Appendix B: Professional experience (clinical) placement supervision models). The course profile specifies the duration (in hours) of the professional experience (clinical) placement for that course. A clinical course may offer several professional experience (clinical) placement blocks and students will be allocated to one or more blocks for a course in order to fulfil the course professional experience (clinical) placement requirements.

All clinical courses in the BN program have pre-requisites and some may have co-requisites. Progression pathways for the BN are available from the course list and requirements section of the BN program here.

If advice is required about your program of study, please contact the relevant BN Campus Program Advisor bnadvisors@griffith.edu.au. Please ensure you always state the campus you are enrolled. Their details are also listed under "Helpful staff" on the Learning@Griffith organisation site: Nurses Connect.

In accordance with the Student Administration Policy, it is the student's responsibility to ensure pre-requisite and co-requisites conditions are met. If these are not met, enrolment in the course may be cancelled and/or failure of the course may result.

Please note that all BN clinical courses are designated courses for the purpose of exclusion; meaning that in accordance with the Academic Standing, Exclusion and Progression Policy, a student who fails a designated course will be subject to review by the Health Group Assessment Board and may be excluded from the BN program.

If a student withdraws from a clinical course during trimester, it is a professional courtesy to notify the Professional experience (clinical) placement Office of the withdrawal in a timely manner. This allows the University to notify clinical agencies of changes to placements.

1.3 On-campus professional experience (clinical) placement learning activities

Nursing simulation laboratories, or 'SimLabs,' are available on each campus and a mandatory requirement of the course. The SimLab sessions prepare you for your professional experience (clinical) placement and supplement your theoretical learning, while the course convenors design learning activities to develop your professional nursing skills. SimLabs are set up by technical personnel.

If you do not attend the SimLab sessions, you may be afforded a clinical learning plan prior to commencing a placement to support your off-campus learning. This will be at the discretion of your course convenor and the clinical placement coordinator.

1.4 Professional accreditation

The Bachelor of Nursing is accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC). The role of ANMAC is to "protect the health and safety of the community by promoting high quality standards for nursing and midwifery education" (ANMAC, 2017). Professional practice and clinical placements are key components of the BN program.

1.5 Professional recognition

Nurses (including student nurses) are registered with the Nursing and Midwifery Board of Australia (NMBA). The Nursing and Midwifery Board of Australia (NMBA) is one of the several health professional boards of the Australian Health Practitioner Regulation Agency (AHPRA) . The NMBA established the practise standards and code of conduct for Registered Nurses in Australia. Graduates of the BN will be eligible to apply for registration with the NMBA, provided they meet any additional requirements imposed by the NMBA at the time of program completion.

1.6 Student registration with Nursing and Midwifery Board of Australia (NMBA)

AHPRA will contact the University around census date each trimester in March and August to obtain details to register Nursing students with the Nursing and Midwifery Board of Australia (NMBA).

Students do not need to do anything for this to occur and information provided does not become publicly available. No one can search a student's details on the AHPRA site.

1.7 English Language Requirements

ANMAC accreditation standards require all students admitted to nursing degrees to demonstrate that they meet AHPRA's English language skills registration requirements at the point of application. This is to ensure that all nursing students have sufficient English language skills prior to taking part in professional experience (clinical) placements.

Our program is accredited, and language requirements have been set to ensure applicants meet both Griffith University language requirements and the registration standards specified by the Australian Nursing and Midwifery Accreditation Council (ANMAC). These standards are subject to change by the accrediting body.

Find out more about English Language Requirements here – scroll to 'language requirements'.

To successfully pass the clinical courses students must use English language while undertaking professional experience (Clinical) placements at the standard required by AHPRA.

1.8 Organisation of professional practice

The BN program is available on the Gold Coast, Logan, and Nathan campuses. The Nursing CPO will organise BN professional experience (clinical) placements for all campuses.

A professional experience (clinical) placement officer (PO) is assigned to each undergraduate year level to administer and update professional experience (clinical) placements. All correspondence should be sent to this email: nursingcpo@gmail.com (as per section 1.10) and your concerns will be followed up.

Each campus has a Professional experience (clinical) placement Coordinator (CPC), an academic member of staff who manages the professional experience (clinical) placements and aids students and staff.

1.9 Professional experience (clinical) placement Office staff

The Professional experience (clinical) placement Office (CPO) is an established cross-campus office overseeing PEP for the BN Program. The CPO consists of:

- The **Clinical Director** (CD) - academic staff member
- Three **Professional experience (clinical) placement Coordinators** (CPCs) - one academic staff member at each campus (Gold Coast, Logan, and Nathan)
- The **Professional experience (clinical) placement Officer Team Leader** – administrative staff member
- Three or more **Professional experience (clinical) placement Officers** – generally one administrative staff member for each year level.

The CPO is the central liaison between the SONM, health service providers, clinical supervisors, course convenors and students.

BN placements for all campuses will be organised by the Nursing CPO. Each undergraduate year level has a designated placement officer to discuss placement. All contact is to be made through the email address: ***nursingcpo@griffith.edu.au*****.** (as per section 1.9).

Each campus has a Professional experience (clinical) placement Coordinator (CPC) who manages the allocated professional experience (clinical) placements and provides support to students and staff during this. This includes all assessments and any learning needs. You may also need to be referred to the CPC as

required and depending on your individual situation, may be required to meet with them to discuss your current or professional experience (clinical) placement.

The details of CPO staff are available on Learning@Griffith sites, including clinical course sites and the Nurses Connect site. This ensures students can access the most recent information should staff change during the academic year. (**See Appendix A**: Professional experience (clinical) placement Office (CPO) Structure for CPO structure).

1.10 Professional experience (clinical) placement Office contact details

Professional experience (clinical) placement related queries please contact us:

Phone: **(07) 3382 1200**
Email: nursingcpo@griffith.edu.au
Office Hours: 7.30am to 4pm Monday to Friday (excl Public Holidays)

When emailing the CPO, please ensure professionalism in your email correspondence.

Please also identify **yourself** and **Student (S) number** and your **campus** in the subject line of the email (or when leaving a message on the phone):
Course Code_ Student Name_ Student Number_ Campus

For example: 1809NRS, Harry Potter, s1234567, Gold Coast

1.11 Health Placement Support Hub

The Health Placement Support Hub is responsible for processing and for advising students on their Fit for Professional Practice requirements (FFPPs). These are Mandatory for all students within the Health Group even when not on Professional experience (clinical) placement. You can email the support hub on healthplacementsupport@griffith.edu.au.

It is the ***student's responsibility*** to obtain and submit the required documentation to the Support Hub via the Sonia platform. Any queries regarding Fit for Professional Practice requirements must be directed to the Health Placement Support Hub.

1.12 Health service providers

Health service providers (also termed industry partners) are organisations, institutions, and/or agencies providing professional experience placements for BN students. The CPO carefully selects health service providers that will enable the learning needs of students to be met. Although health service providers are pivotal to meeting students' learning needs, Griffith University holds ultimate accountability for student assessment in relation to placements.

2. COMMUNICATION

The University is committed to ensuring that communication between itself and its students is reliable, relevant, timely, efficient, and effective. Communications related to professional experience placement may be sent in a variety of ways. Where messages are intended for groups of students, they may be sent via Learning@Griffith or Sonia. Individual messages may be sent by email or sms. Students have a responsibility to check for emails and sms messages related to placement in a timely manner and to contact relevant staff about placement issues or concerns.

2.1 Email

Email is the University's formal means of communication with students. All email communication with university staff and clinical agencies should be from your **Griffith University email account**. It is important to maintain a **professional standard** with all email correspondence to university staff and fellow students. Before you click 'send', take the time to review the email and ensure it is both respectful and professional.

The recommended format for the **subject line of an email** is as follows:

Course Code, Student Number, Student Name, Campus - Topic

Should you need to email documents to the CPO please ensure that you send in one file and in a portable document format (PDF). Printers are available in the Library for you to scan documents ready for emailing and uploading to your student file. You may also download phone apps so you can scan documents to PDF on your phone (for eg: camscanner).

IMPORTANT: Students must **NOT** contact the individual facility prior to placement (unless specifically stated within the pre-brief). This includes having informal discussions with staff.

2.2 Learning @ Griffith

Griffith University utilises the learning management system. It is customised and referred to as "Learning@Griffith". Every clinical course has a Learning@Griffith CANVAS course site. Details relevant to professional practice and professional experience (clinical) placement may be communicated via the course site so you must regularly check your course site.

2.3 Nurses Connect

The School has a Learning@Griffith organisation site called "Nurses Connect". Helpful resources along with announcements relevant to your BN studies are communicated via the Nurses Connect site. It is also the repository for campus staff contacts and is kept updated if there are any staff changes during the academic year. Please check this site regularly.

2.4 University systems e.g. Student system

During your studies, you may make changes in your life that should be updated in the system, this includes formal changes to your ***name*** and any ***change of address***. Some information in the university student system flows through to Sonia, so if you maintain up-to-date student information, Sonia information will also be up-to-date.

2.5 Sonia

Sonia is a student placement management system. Students can find all information related to their placements such as time and date, placement facility, and pre-briefs via this system. Students will also review and complete their ANSAT on Sonia, as well as keep track of and upload all relevant Fit for Professional Practice requirements as directed by the Health Placement Support Hub

During your studies, you will need to submit documentation to Sonia. Please ensure you follow any instructions provided by the CPO or Health Placement Support Hub regarding document upload. ***Any medical certificates and statutory declarations required by the University regarding professional experience should be uploaded to your timesheet on Sonia.***

If you wish to obtain copies of documentation from Sonia, such as your professional experience (clinical) placement assessments (ANSAT documents), you can use the 'Print' view and save to PDF. It is good practice to keep a copy of all completed ANSATs as you may wish to use these in your professional practice portfolio or supply them as part of a job application.

2.6 Social Media

Please be aware that no information regarding professional experience (clinical) placement can be conveyed through social media. This includes any reference to a healthcare facility, dates and shifts of a professional experience (clinical) placement, patient names and information, photos taken whilst on professional experience (clinical) placement and any incidents or issues while on professional experience (clinical) placement.

It contravenes health service providers and Griffith University policies regarding confidentiality if students discuss the University, clients, staff, or other students on social media sites such as Facebook, tiktok or Instagram.

The School of Nursing and Midwifery takes breaches of these policies seriously.

See Griffith's Social Media Document: Social Media Guidelines

See the Health Placement Support Hub website: Social Media and Clinical Education *Professional Behaviour*

The NMBA has a social media policy for nurses: Social Media Policy

3. PREPARATION FOR PROFESSIONAL EXPERIENCE (CLINICAL) PLACEMENT

As already outlined, students have a personal responsibility to adhere to university policies and health care agency guidelines. Some of these responsibilities include preparation for placement and notification of any issues that may put them at risk in the work-integrated learning environment.

To minimise risk, a student may be required to provide supporting documentation that they are 'fit for placement'. If a student does not disclose an issue, academic staff may have concerns about their fitness to practice. In such situations, academic staff have the right and responsibility to prevent a student from attending or continuing placement. The consequences of removal from placement may include a 'fail' outcome for the work-integrated learning assessment item.

3.1 Calendars

Each academic year, the University publishes a calendar with key dates highlighted.

The SONM publishes its own annual Academic Calendar for the BN, which includes dates for professional experience (clinical) placement.

Students should plan and organise their academic year, paid jobs, and breaks using the SONM BN Academic calendar (*see link below*). This is because placements for courses extend beyond the University's 'regular' trimester dates. It is advised not to book holidays within any dates that clinical placement may occur as clinical completion or clinical placement reattempts will be scheduled at the next available placement block.

See: BN academic calendar

3.2 Professional experience (clinical) placement dates

Each clinical course has placements allocated and displayed as 'blocks' on the BN academic calendar. **Placements may occur at any time throughout the calendar**. Each clinical course has specific times and dates which are not interchangeable.

Clinical completion allocations (see section 6) for students who require additional clinical hours, may occur within the trimester and/or during university vacation weeks.

Although the CPO will attempt to accommodate family/work life balance, once allocated you must endeavour to attend the allocated block unless exceptional circumstances apply.

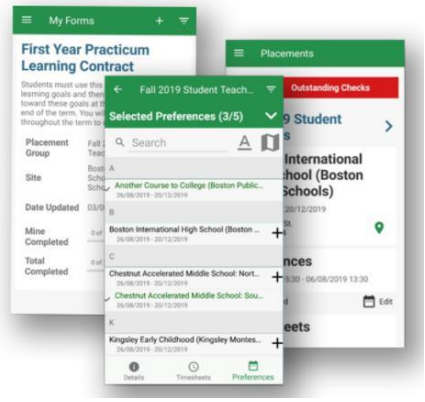
3.3 Sonia Online & App

Sonia is an online student placement management system used by the school for managing all aspects of clinical student placements. Students, CPO, CFs, and FFPP can log in directly to Sonia Online (note, you will need your student login details) and complete many tasks and assessments. Sonia Online enables us to streamline the student professional experience (clinical) placement, taking the guess work out of placing, tracking, and monitoring your clinical experience.

Students can access assessment information, submit time sheets including documentation for absences, and track their progress at any time on a mobile device either in the Griffith Student Portal or by downloading the Sonia mobile app (*From Google Play or the App Store*).

You can update your Fit for Professional Practice Requirements (FFPPs) directly into Sonia by using the online App (*no more taking screen shots and emailing/remembering where you saved it*).

To download, go to the Account Settings screen on the Griffith University Sonia portal and follow the prompts:



3.4 Pre-existing health conditions

Students are advised to maintain their health. If a student has a physical or psychological health concern and/or disability that may endanger themselves or others, they are advised to consult with the Office of Disability Services and/or their BN Campus Program Advisor to ensure that their needs are met.

Students who have a pre-existing health condition, disability or allergy that may impact upon clinical performance are required to provide medical clearance with no restrictions prior to the start of the professional experience (clinical) placement. The student must obtain **a medical certificate** stating they are 'fit for placement' (see **Appendix D**: Notification procedures for absence from professional experience (clinical) placement). The medical certificate must be uploaded to Sonia within the documents tab **at least two (2) weeks prior to the commencement of placement**, or as agreed by the CPC or Clinical Director, and the CPO should be advised by email that it has been uploaded (see **Appendix H: Requirements for supporting documents**).

The correct process is to upload your certificate to the Sonia database and email the CPC.

Students with allergies must notify the School of Nursing and Midwifery of their specific needs for specific activities (such as SimLabs). Furthermore, they must notify the CPC prior to each professional experience (clinical) placement if they have special needs that healthcare facilities need to consider.

If a Clinical Facilitator/Preceptor is concerned about the well-being of a student while on placement, they will contact the university.

In some cases, the student may be removed from the placement and appropriate procedures implemented including possible fail of the professional experience (clinical) placement.

3.5 Students on WorkCover from paid employment

Although it is the individual's responsibility not to put themselves in further danger by participating in tasks that they are unfit to do or that may aggravate an existing injury, the school must exercise due diligence and has a duty of care to students. We ask that any student on WorkCover from paid employment notify the CPO and provide the necessary documentation.

Notification should preferably be supported by the Workers Compensation Certificate and be made as soon as possible so that appropriate steps may be followed.

- If the certificate states that there are no restrictions in place or that WorkCover is only for treatment, *the student should be able to attend placement as usual*. **If restrictions are in place**,

students will be unable to attend their professional experience (clinical) placement until WorkCover ceases and full clearance is granted, or until their healthcare professional provides clearance for placement and that full duties can be conducted.

PLEASE NOTE: Students on WorkCover will be evaluated on an individual basis. If it is discovered that a student is on WorkCover and has not completed the above steps, it will be assumed that full restrictions are in place and the student will be removed from placement.

3.6 Students with a disability

At Griffith, our goal is to ensure all students can participate fully in all spheres of employment and study without barriers. If you're a student with a disability, injury or health condition, our Student Disability and Accessibility team can provide a range of support.

Students with disabilities are encouraged to disclose the nature of their disability to appropriate Griffith staff.

See Student Disability and Accessibility Website

Types of Disability may include but are not limited to:

- Autism Spectrum Disorder (ASD)
- Learning disabilities e.g. auditory processing disorders, dyslexia
- Mobility impairments e.g. paraplegia, quadriplegia, cerebral palsy
- Chronic medical conditions e.g. arthritis, diabetes
- Mental Health Conditions
- Acquired Brain Injury
- Vision-impairment
- Hearing Impairment

Although not obligatory, it is recommended that when disclosing any concerns with disability service, you consult with the CPC of your 'home' campus so that practical placement assistance can be provided if needed.

Students with disabilities are encouraged to refer to the '*Students with Disabilities Policy'* and seek assistance from the Disabilities Service staff or the CC, BN Campus Program Advisor and/or CPC. Disclosure of disabilities assists the University to make reasonable adjustments as appropriate. *This is treated confidentially.*

3.7 Students who have had a recent health concern

Students who have had a recent health concern (within the last 2 months) that has required hospitalisation, ongoing medical treatment (including mental health conditions e.g., anxiety), or a surgical procedure are required to provide a **medical certificate** stating they are 'fit for professional experience (clinical) placement' with no restrictions **prior** to the commencement of placement.

The certificate must be uploaded to the Sonia database within the 'documents' tab at least 2 weeks prior to the commencement of placement, and the CPO should be advised by email when you have done so.

If a student returns to their professional experience (clinical) placement without a medical certificate indicating that they are 'fit for professional experience (clinical) placement' with no restrictions, the University reserves the right to terminate the student's placement. If this occurs, the student will be found to be in violation of the standards of practise and will be appropriately remediated.

Changes to placement practice and policy can occur quickly and placements can be cancelled at short notice particularly in the current COVID19 environment. It is therefore imperative that students frequently review their Sonia updates, emails and the Queensland Health guidelines.

3.8 Pregnancy

Students who are pregnant at **ANY** stage of a clinical course must notify the CPO of their pregnancy and expected date of arrival so that the professional experience (clinical) placement can be properly scheduled.

Students who are pregnant or within six weeks postpartum (post-delivery) must also provide their CPC with a medical certificate stating that they are 'fit for professional experience (clinical) placement with no restrictions.

The certificate must be uploaded to the Sonia database under the documents tab at least two weeks before the start of the placement.

If a student fails to bring the 'fit for professional experience (clinical) placement with no restrictions' certificate to their professional experience (clinical) placement, the University reserves the right to terminate the student's placement.

You can find out more here – choose Infection control and risk management, then scroll down to 'Pregnancy and Breastfeeding'.

3.9 Notification of return to studies after a break / leave of absence

Students sometimes defer or take a leave of absence (LOA) in their studies. If a student has not been enrolled in a clinical course in the last 12 months, the CPC and BN Campus Program Advisor need to be notified as soon as possible to discuss readiness to return to professional experience (clinical) placement.

Notification will allow the CPC to appropriately direct students to supportive activities that can assist with transitioning back into the clinical area.

3.10 Fit for Professional Practice requirements

All BN students must meet Fit for Professional Practice requirements (FFPPs) regardless of clinical placement. The Health Placement Support Hub can assist with all questions regarding FFPP requirements

Students are advised to keep all original documentation together (e.g., in a display folder marked "Health Records"). It is often a requirement to bring original documents to the start of a professional experience (clinical) placement, or provide via email for sighting by staff from the clinical agency.

All requirements must be met before course census date or 4 weeks before the start of the allocated professional experience (clinical) placement block (whichever occurs first). The student will be unable to attend placements if documentation is not submitted on time and this will result in a failure for this assessment item.

IMPORTANT: The University reserves the right to remove students from their allocated placement if they do not meet FFPP requirements at least 2 weeks prior to their commencement date. If students are removed from their placement, they will be provided with a fail grade for the assessment item.

WHEN REQUIREMENTS ARE DUE TO EXPIRE

Four (4) weeks prior to the first day of placement, students must be compliant with all FFPP requirements for the duration of their placement. Therefore, if a FFPP requirement is due to expire during a placement, the student is considered non-compliant and is unable to attend. It is not possible for the purposes of placement compliance, for a student with expiring FFPP requirements to renew these whilst on placement.

Should a student commence their placement, but their FFPP requirements expire during their placement, the student will be removed from placement. The consequences of removal from placement may include a 'fail' outcome for the work-integrated learning assessment item.

HEPATITIS B VACCINATION

Students who have the third dose of Hepatitis B to complete *may* be allowed to attend professional experience (clinical) placement. **However, evidence of the completed third dose must be submitted to the Health Placement Support Hub within 6 months after the first dose**. Failure to do so will prevent students from attending any future placements and will result in a fail for the clinical component of the course.

3.11 Facility/Government Directives and/or Policy

In addition to Fit for Professional Practice requirements (section 2.11), students may be required to meet any additional facility or government directives, policy, rules, etc. in order to attend placement.

If students require additional Pre – placement requirements not covered by the Health Placement Support Hub, this information will be noted on the Facility Pre-Brief document or within special notes available on the Placement Tab in Sonia.

If these additional requirements are not met within the timeframes set out in relation to them, the student may be removed from the placement and will result in a fail for the clinical component of the course.

The healthcare facility has the right to refuse to accommodate students who are unprepared for placement, which means the facility could cancel the student's placement, resulting in a fail for that assessment item. If the facility cancels the placement for this reason, the university cannot overturn the decision.

3.12 Completion of online learning prior to professional experience (clinical) placement

Many healthcare facilities require the completion of online learning prior to placement. For every professional experience (clinical) placement any such requirements will be included in the professional experience (clinical) placement pre-brief.

Online orientation and learning activities (where applicable) must be completed 2 weeks prior to the start of placement.

Failure to complete the facility's online learning requirement within this time frame will result in the student undertaking a **Clinical Learning Plan (CLP)** (see 9.10 Clinical Learning Plan) as directed by the CPC.

Incomplete/unattempted online learning requirements can result in failure of the CLP and removal from the professional experience (clinical) placement block, as well as failure of the assessment item.

The healthcare facility has the right to refuse to accommodate students who are unprepared for placement, which means the facility could cancel the student's placement, resulting in a fail for that assessment item.

The facility may elect not to cancel the student's professional experience (clinical) placement but to send them home until required online learning is complete. This is based on facility policy, staffing requirements, orientation needs, etc. If this occurs, a clinical learning plan will be enacted. Absence hours will be taken into account as per section 7 Absence and Clinical Completion.

If the facility cancels the placement for this reason, the university cannot overturn the decision.

3.13 Early notification of employment/volunteer work in the health sector

Students **may not attend** professional experience (clinical) placement in a ward, unit, or department in a healthcare facility where they **work as a permanent employee or volunteer**.

In the case of students working across several wards, units, and/or departments in a facility (such as on a casual pool), discussion should occur with the CPC on your campus to identify the suitability of placement within the facility.

This is to avoid a potential role conflict for both staff and patients at the facility and role confusion for the student.

The student **must** self-identify with the CPO by email or by advising in the 'Special Placement Notes' section on the 'My Details' TAB in Sonia of a possible conflict **prior** to professional experience (clinical) placement allocations. If a student is placed in a facility where they are currently employed and has not alerted the relevant staff to this situation, the student may be removed from the placement, and this will result in a fail grade for the assessment item.

3.14 Early notification of ongoing admission or treatment in a health facility

Students **may not attend** professional experience (clinical) placement in a healthcare facility (if the facility is small), or ward/unit in the case of a large hospital, where they **have been previously admitted or treated for an extended period**. This is to avoid a possible conflict of interest for staff, students, and patients at the facility.

Examples of placements include (but are not limited to):

- GP practice in which a student has been treated previously.
- Mental Health facility or ward in which a student has been admitted.
- Hospital ward which the student attends regularly or is a patient for ongoing treatment.

A possible conflict **must** be notified to the CPO via email or by advising in the 'Special Placement Notes' section on the 'My Details' TAB in Sonia **4 weeks prior to placement**. A facility that informs the University that the student has been an ongoing patient or has been admitted for an extended period of time may remove the student from placement, which will result in a fail for the assessment item.

PLEASE NOTE: The above rule does not apply to sporadic or infrequent admission and/or treatment. For example, if a student has been seen once in a GP surgery that is not their assigned surgery, they may still be placed and complete the placement as assigned on Sonia.

3.15 Notification of placement allocation with employment of friends & family

Students may not attend professional experience (clinical) placement in a hospital ward, unit, or department where a friend or family members work as permanent staff or volunteers.

This ensures student equity and removes any potential assessment bias.

In the ANSAT evaluation, clinical facilitators ask ward staff for input, and it is a conflict of interest if it is from a friend or family member. This also applies if your friend/family member is on leave during your placement.

Health care organisations have stated that if such information is revealed after the placement has begun, they will transfer students to alternative placements.

3.16 Change of personal details (name or gender)

Informal name and/or gender changes can be undertaken 'over the counter' at a student centre. Please note that the name and/or gender will not change within Sonia, or within the ANSAT (Australian Nursing Standards Assessment Tool), until a formal change has occurred. A formal name change can be started by completing the 'Change to Personal Details' and taking this to a student centre with appropriate supporting documentation.

If a student changes either their name or gender information during their degree, it is advisable to notify the campus CPC and advise the Clinical Office.

A formal name change can be initiated by completing the 'Change to Personal Details' form and submitting it to a student centre along with the necessary supporting documentation.

3.17 Appropriate attire / uniform requirements for placement

Students should dress in uniform or appropriate attire (depending on the facility/clinic) for placement and wear a student name badge. Artificial nails and artificial eye lashes must NOT be worn.

Students may be sent away from placement if they do not present professionally and appropriately through meeting the BN Uniform Requirements and local organisation uniform requirements.

A student will be placed on a CLP regarding any breach of uniform requirements to be consistently adhered to for the entirety of their placement.

See **Appendix C**: BN Uniform Requirements for details of BN uniform requirements.

4. GETTING READY FOR YOUR PROFESSIONAL EXPERIENCE (CLINICAL) PLACEMENT

4.1 Professional experience (clinical) placement locations

Professional experience (clinical) placements are distributed geographically. Griffith University is surrounded by healthcare facilities from the Sunshine Coast to Murwillumbah in New South Wales.

Placements in other regions of Queensland and Australia may be negotiated with other health services, for example rural Queensland placements, international placements, the Royal Flying Doctor Service, and prison health services. Please note, however that an expression of interest for any of these specialties does not guarantee a placement.

As shown on the map below, Griffith's catchment region includes various hospitals and services. Students must ensure that the Griffith University Student Portal is set with an Australian Residential Address as Sonia allocates your placement based on your current address.

Students should be aware of and prepared to travel to any facilities within a wide geographical catchment area.

Every effort is made to place students in proximity to their place of residence, but this is not always possible!

4.2 Professional experience (clinical) placement allocation

It is important that a variety of professional experience (clinical) placements are used throughout a student's degree to ensure a diverse learning experience. As a result, the clinical office will make every effort to source and assign students to a variety of professional experience (clinical) placements in order to achieve this variety of experience.

The CPO may notify students of professional experience (clinical) placements via email. They may also contact students to solicit interest in placement blocks or agencies, or to notify when final placement allocations are ready for viewing.

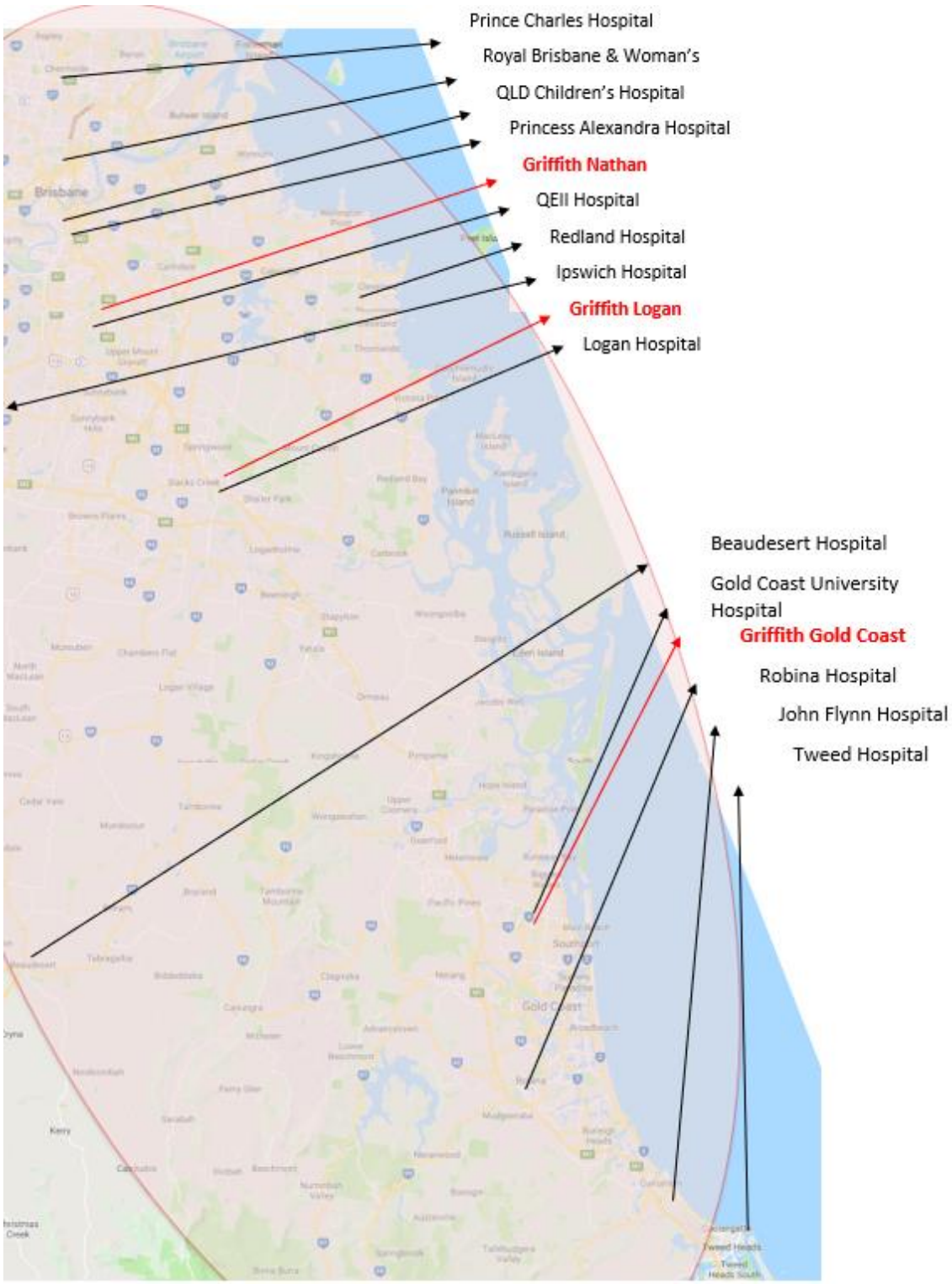
The Sonia system will send out an email once the placement allocations are finalised.

In some instances, students may be able to request a placement swap, this opportunity will be notified to students if applicable to that clinical course. The CPOs cannot organise swaps or disclose student information with other students. This must be arranged by the student with another eligible student. Multiple swaps will not be allowed. Swaps into previous placements wards or speciality will likely be declined.

A swap request form must be completed and emailed to the CPO. *The CPC or clinical director must deem the proposed swap clinically appropriate for both parties.*

If there is a lack of suitable and available professional experience (clinical) placements in your course, the CPO may assign you to the same professional experience (clinical) placement location that you have previously had.

It is the student's obligation to organise transportation and other responsibilities such as childcare and paid employment.



IMPORTANT: Be prepared for the possibility of having to attend professional experience (clinical) placement at any facility within the shaded areas of the above map (section 4.2). Whilst this is not the preferred method of allocation, it is sometimes necessary to ensure all students are provided a professional experience (clinical) placement to pass the assessment requirements of their clinical course. Inability to drive or lack of transport is not an appropriate reason to miss placement.

4.3 Students sourcing their own professional experience (clinical) placement

While we appreciate that many students have specific interests in clinical areas and may have contacts in a range of clinical environments, students **CANNOT** source their own placements. This stipulation is in place because:

- The University requires a formal legal agreement with the facility or overarching organisation.
- The University requires a nursing specific agreement or overarching agreement with the facility
- The clinical environment needs to be assessed for risk.
- The University needs to ensure appropriate clinical facilitation/support.
- Many facilities will only deal with universities to organise placements, and as such individual student contact may jeopardise any opportunity for future placements.

If you do have a contact within a certain facility that you are interested in, or who have advised that a placement may be possible, please advise your home campus CPC so that they can investigate the possibility of this placement.

4.4 Allocation of specialist placement in the final year

It should be noted that because the Griffith undergraduate nursing degree is not a specialist degree, a specialist placement is not required within professional experience (clinical) placement allocations.

We recognise, however, that many students want to gain experience in a specialised clinical area, and the CPO make every effort to place all students in one of the 3808NRS placement groups during their final year, although this is not always possible.

Specialist placements may include (but are not limited to) international placements (such as in Laos, Vietnam, Thailand), rural and remote placements, Royal Flying Doctor Service (RFDS), prison health, ED, ICU, paediatrics, community, and operating theatre and endoscopy.

Due to the limited number of specialist placements available within 3808NRS in relation to the number of students enrolled, these placements are limited to one (1) per student.

Important information:

- The CPO reserves the right to provide students with more than one (1) speciality placement during their degree if necessary due to logistical placement requirements.
- All specialist placements are treated equally, regardless of the course to which they are attached, the facility, the clinical focus, or the duration of the placement. *As a result, the CPO will not respond to any correspondence on the subject.*
- Students may still participate in placement swaps, and as such, they may apply to swap placements into a speciality area even if they have already completed a speciality placement (NOTE: all swap requests are at the discretion of the PO in consultation with the CPC at your campus, and an application does not guarantee a placement change)
- Due to speciality needs of students completing the BN/Graduate Certificate of Paediatric Nursing degree (3347), such placements are exempt from a one (1) speciality placement rule.

4.5 Cancellation or variations to professional experience (clinical) placements by the University

It is possible that as a result of unforeseen events impacting a health care facility, a professional experience (clinical) placement that has been pre-arranged may need to be cancelled or rescheduled, sometimes at late notice. **The University reserves the right to cancel or reschedule professional experience (clinical) placements in such circumstances** and will notify students of alternative placement arrangements as soon as possible.

Notification of placement changes by the CPO will be sent by email.

You are advised to **check Griffith email** regularly prior to and while attending placement.

In some instances, and where available, a SMS may also be sent to students, so contact details should be regularly checked and updated.

4.6 Student requests to defer a placement

A student cannot request to defer a placement unless the reason fits within the **'deferred assessment'** criteria.

This includes:

- Illness
- Accidents
- Temporary disability
- Bereavement
- Sporting or cultural commitment at state, national or international representative level
- Or other compassionate circumstances

IMPORTANT: Consideration for a change of placement **does not** include holiday arrangements.

If a student requires a change to a scheduled professional experience (clinical) placement time, they will need to submit an online deferred assessment application along with the relevant documentation supporting their request. You will be required to provide supporting documentation.

The Course Convenor will assess this application. Please note the CPC does not approve or deny your application.

If the deferred assessment is approved, the CC will notify the CPO and provide an update, and you will be allocated to the next available placement. Due to the limited availability of professional experience (clinical) placements, it may not be possible to schedule another placement within the trimester period, affecting the student's ability to complete the course in time to enrol in the next clinical course or graduate.

It is important to note that a deferred placement cannot be deferred again unless there are extenuating circumstances, so the assigned deferred placement must be completed as planned.

4.7 Overseas placements

Students may be able to participate in an overseas (international) placement. These may have additional preparation requirements, such as visas or additional immunisations. You will be notified of these additional requirements including pre-placement training and workshops.
International placements, as stated in section 4.5, are considered a speciality placement, and may reduce the opportunity for an additional specialist placement in the final year of study.

5. BEHAVIOURAL EXPECTAIONS: UPHOLDING UNIVERSITY POLICIES & PROFESSIONAL STANDARDS

While on placement, students have a personal responsibility to:

- obey the law and reasonable instructions/policies of the facility with which they are undertaking professional experience (clinical) placement
- respect the security and confidentiality of any information which they may receive from the facility during placement
- maintain a professional standard of conduct befitting a student enrolled at Griffith University.

5.1 Professional behaviour

Students enrolled in the Bachelor of Nursing program are expected to maintain a high standard of professional behaviour. It is an expectation that students will know where to locate relevant policies, professional codes, and guidelines, understand these documents and conduct themselves accordingly.

Griffith University policies and procedures guide student performance, conduct, ethical and professional behaviour in all settings. The Student Charter is a statement of the University's aspirations and mutual expectations of staff and students and applies to all students regardless of learning mode and location of study. Across settings, the Student Conduct, Safety and Wellbeing Policy provide a formal framework for the University to deal with the behaviour of students which can be construed as misconduct in any setting.

During PEP, student behaviour is guided by the Griffith Health Local Protocol – Fit for Professional Practice which details requirements of health students' professional conduct. It also outlines steps to be taken when Griffith Health's expectation of students' standard of behaviour and conduct is not met.

See the Health Placement Support Hub website: Your Performance

Any behaviour deemed to be in breach of expected professional conduct may be cause for disciplinary action See: Flowcharts of **Tier 1 and 2 Processes**

IMPORTANT: Students must **NOT** contact the individual facility prior to placement (unless specifically stated within the pre-brief), which includes any informal discussions with staff.

Evidence-based practice

It is an expectation that students will utilise quality evidence to support the care they provide while on placement (i.e. students will engage in evidence-based practice). Students are supported to do so through a range of theoretical and simulated learning experiences prior to each placement. When students observe practices that they believe are not evidence-based, they should discuss the circumstances with their Clinical Facilitator (supervisor) / CPC. These situations may be framed as learning experiences, from which students may further develop their critical thinking, research, and communication skills.

Organisational policies

Students are expected to use and appraise health service (organisational) policies and procedures during placement. They are introduced to some of these policies and procedures during their theoretical and simulated learning experiences, however they usually require a more in-depth understanding of the policies and procedures applicable to their allocated placement. The CPO is responsible for liaising with the health services, obtaining essential organisational information (i.e. online modules, and/or orientation,

policy and procedure education materials) and uploading this information to Sonia. Once allocated their placements, students will be able to access the information in the form of a pre-placement "pre-brief" or for some facilities, a video will be provided. Students are expected to complete required placement pre-brief activities prior their placement. In some instances, failure to complete required activities may result in a student being unable to attend their allocated placement. The consequences of removal from placement may include a 'fail' outcome for the work-integrated learning assessment item.

5.2 Fitness for professional experience (clinical) placement

Students are required to identify their fitness to practice in readiness for professional experience (clinical) placement. In relation to a person, this means a person who has a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect a student's capacity to undertake professional practice on professional experience (clinical) placement (Modified from the *Health Practitioner Regulation National Law Act 2009* [Qld]).

Students may become unwell before or during professional experience (clinical) placements. If a student is not fit for practice it is their duty to follow due process for notifications of absence from professional experience (clinical) placement (**see** Appendix D: Notification procedures for absence from professional experience (clinical) placement).

As stated by QLD health:

- People with 'symptoms of infectious gastroenteritis should remain at home until they have been asymptomatic for more than forty-eight (48) hours'.
- People 'who develop symptoms of infectious gastroenteritis while working with patients who have the same symptoms should report their illness to their Supervisor and/or the Infection Control Department' immediately.

Students should stay home until 48 hours have passed with no signs of gastroenteritis, including vomiting and/or diarrhoea.

Medication or other substances may impair a student's capacity to engage with or care for others. This may necessitate a visit to your regular medical practitioner for further consultation and discussion

Important: It is a requirement that students have a zero-blood alcohol level while on professional experience (clinical) placement and are not under the effects of illicit drugs.

Any academic staff member who considers that students are not sufficiently prepared to provide safe care for themselves, and others, has the right and responsibility to prohibit students from attending professional experience placement. Further information may be obtained from the following document: Inability to complete required components of professional qualification policy

A CPC who believes a student is not adequately prepared to provide safe care for oneself and others has the right and responsibility to refuse professional experience (clinical) placement (further information).

Similarly, hospitals and other health care providers may ask students not to attend placement if they are deemed unfit for practise.

Students experiencing respiratory symptoms, such as with COVID-19, should not attend placement. You are required to seek current advice in relation to exclusion from the facility. In some facilities you may not be able to attend until you have a negative swab result. You must follow the absence protocol if you are on a professional experience (clinical) placement.

5.3 Mandatory notification of registered health practitioners and students

Under the National Law, certain groups must make mandatory notifications about students under some limited circumstances. The guidelines state:

- Who must make a mandatory notification
- How to do it
- How notifiers are legally protected when doing so.

If AHPRA receive a mandatory notification, the Board will consider all relevant information before deciding if action is needed to protect the public. It will not automatically take regulatory action (such as, for example, a caution).

For more information about the notification process please see the AHPRA website.

Under section 130 of the National Law, registered health practitioners and students must notify AHPRA of certain relevant events within seven days of those events occurring. Information on giving notice of certain relevant events is available on the AHPRA website.

Notifications about students

Under the National Law, a student is someone enrolled in an approved program of study and is registered as a student with their respective National Board. There is only one ground for a mandatory notification about students.

Practitioners and education providers only need to notify when they have a 'reasonable belief' that a student has an impairment that, when undertaking clinical training, may place the public at substantial risk of harm. The requirement to report is also based on the level of risk.

See: Guidelines: Mandatory notifications about registered students

5.4 Griffith University Name Badges

It is strongly advised that students purchase a Griffith University name badge from the University book shops with their first name and year within the name space (see below).

Many facilities including Logan hospital, Gold Coast University Hospital, Queen Elizabeth II Jubilee Hospital, and Princess Alexandra Hospital have requested that students wear name badges so students can be easily identified by staff and patients.

Name badges may be purchased at the School Locker (Nathan and Gold Coast Campuses) or online

Name Badge Example

6. ON PLACEMENT

6.1 Scope of Practice

Students must be aware of their personal scope of practice, as defined by their experience and level of education/training.

It is also important that students make themselves familiar with the scope of practice document developed for the Bachelor of Nursing degree **(Appendix G**: Undergraduate Scope of Practice**),** as well as the NMBA standards of practice (section 9.6).

The scope of practice for an undergraduate nursing student is that a student is educated, competent and authorised to perform for safe, professional practice.

The scope of practice for an undergraduate nursing student is influenced by the:

- Level of competence and education of the nursing student
- Patient's and client's health needs
- Service provider's policies
- Context in which they practice.

If a student is an Enrolled Nurse or an overseas qualified nurse, it is important they maintain a **student scope of practice**, rather than a personal scope of practice which they may have achieved through previous study or employment. If a first year student is buddied with a third year student (through a near peer placement), all students are to remain within their scope of practice directed by both the buddy nurse and their supervisor (clinical facilitator/preceptor).

As undergraduate nursing students progress through their degree program, their scope of practice will change. Students should familiarise themselves with the scope of practice document developed for the Bachelor of Nursing (see **Appendix G**: Undergraduate Scope of Practice) and must work within their current scope of practice; any student who practices outside their current scope of practice has demonstrated a professional behaviour deficit. This may trigger a Clinical Learning Plan (see section 5.9) or may result in the student receiving a 'fail' outcome for the work-integrated learning assessment item.

An important part of clinical practice is medication administration. Students must be conversant with the legal requirements and legislation governing medications. Health services have strict policies on medication administration. **Students must read and conform to the School of Nursing and Midwifery's policy on Administration of Medication by Students on Professional experience (clinical) placement** (see **Appendix E**: Administration of medications by students on professional experience (clinical) placement).

The NBMA *National framework for the development of decision making tools for nursing and midwifery practice* contains information about scope of practice and the decision-making framework.

6.2 Accessing electronic medical records

Students will most likely be placed in facilities that use electronic medical records during their studies. As a result, students will be required to look up patient information within these facilities. Students must keep in mind that, while records are readily available, **access to them should be limited to only patients being directly cared for on the day, and then only if clinically necessary**. It is advisable to create a new patient list as per your patient allocation each shift and delete this list at the completion of that day.

If you are an employee that has IeMR access, it is advised you remove all patient lists from your dropdown list prior to attending clinical placement.

Accessing your own records or those of family members and/or friends is strictly prohibited and may result in dismissal from the placement and a failing grade for the assessment. This is considered a policy breech, and this breech is escalated to the Dean.

Electronic medical records log all interactions within the platform and can be requested at any time for review. The university receives notification of suspicious activity and this is investigated.

6.3 Supervision and working with enrolled nurses

As professional experience (clinical) placement is designed to assist students to become RNs, we prefer that all student supervision is undertaken by an RN. However, at times and in various facilities (such as aged care), this supervision may fall to an enrolled nurse (EN).

Despite the EN providing immediate student supervision it is expected that an RN is available within the health care facility, and thus responsible in an overarching capacity for the student on placement. An example of this may be seen in team nursing, where students and ENs work together, but under the indirect supervision and guidance of the RN within the team.

Direct supervision and input from an RN is required for:

- All medication administration.
- All complex procedures.
- Completion of ANSAT/student assessments.

6.4 Preceptor Placement

Students may be placed in a preceptor professional experience (clinical) placement as part of their clinical experience (see **Appendix B**: Professional experience (clinical) placement supervision models). Students in this preceptor model may be assigned to one or more specific Registered Nurses, known as a preceptor, who is employed by the health care facility. The RN mentors and evaluates the student's performance throughout the professional experience (clinical) placement. The student rotates through the same shifts as the Preceptors and will be provided with a roster prior to the placement.

Because the student is expected to work the same shifts as the preceptor, shift times may fall outside of the CPO's hours (see section 1.10). *As a result, students may be unable to obtain direct 'in-time' assistance from the University/CPO.*

If a 'preceptor' student requires support and/or advice from the CPO, it is recommended that they email the PO directly so that the PO can respond to the students as soon as possible and notify the CPC if additional assistance is required.

6.5 Attendance at rostered professional experience (clinical) placement and Public Holidays

Students **must** attend professional experience (clinical) placement as scheduled for their professional experience (clinical) placement block and be on time for all scheduled shifts. Some facilities cannot support students on public holidays (PH) however you may be expected to attend placement on a public holiday. It is *recommended that you check both Sonia for clarification before making any plans for these days. If the*

facility cannot support you to attend, it is marked as a public holiday on your timesheet and is not added to your absences.

HOWEVER: If you are on a preceptor or rostered placement, please check with the facility/clinical facilitator/buddy nurses whether working on a public holiday is expected. If you are still unsure, please contact the CPO to seek clarification **before** not attending a clinical shift.

Please be aware however that several public holidays on your allotted professional experience (clinical) placements may impact on your AHPRA total clinical hours and may require clinical completion hours at another time.

PLEASE NOTE: Some facilities are extending students' shifts to include 10- and 12-hour rotations, as well as weekend work.

6.6 Inability to attend the first day of professional experience (clinical) placement

Any student who cannot attend the first day of orientation for a clinical placement block will miss the orientation activities conducted by the facility. The student must notify the relevant parties that they will be absent (as instructed herein) and seek advice from the Clinical Placement Coordinator (cpcnursing@griffith.edu.au) on the implications of their absence on day one of the clinical placement.

If there is **no opportunity for a later orientation**, in some facilities the student will be **removed** from the entire clinical placement block. In such circumstances, the student is advised to notify the Clinical Office of their intent to **defer their placement** with the **same supporting documentation** and for the **same reasons** as outlined in the deferred assessment information found here.

PLEASE NOTE: Applications for a **deferred placement** must be submitted via the online assessment application portal with supporting documentation that will be forwarded to the course convenor for review and potential approval. This must be completed withing 3 days of day one of the placement. You must inform the clinical placement office of your intent to defer your placement and advise that you have applied via the portal to your course convenor. You must inform in writing, via email to the absence email *nursingcpoabsences@griffith.edu.au* that you will be absent from the placement.

If a student does not attend Day One of orientation because they did not understand or misread the pre-brief and the facility refuses to continue the placement, they will fail the assessment item and will not be eligible for a deferred clinical placement. The student may be offered a reattempt at the discretion of the clinical placement coordinators.

6.7 Personal safety on professional experience (clinical) placement

It is important to note that students may be placed in a range of facilities and geographical locations. A range of shifts may need to be worked, some that include finishing or commencing for a night duty at 19.00, 21.00 or 23.00.

It is important therefore for students to think about their personal safety on placement, including:

- Transport and parking options,
- Accessibility,
- Safety travelling to and from place of work,
- Parking close to placement site,
- Shift start and finish times,
- Security assistance.

See the Health Placement Support Hub website and select Infection Control & Risk Management

6.8 Placement Personal Safety Tips

Griffith Health supports all students to ensure their personal security and safety.

Personal safety tips if you park off site:

- If possible, vary route to and from placement site.
- Check your surroundings before getting out of your car or going to your car.
- Keep car doors locked and windows shut.
- Stick to well-lit paths and areas.
- Trust and act on your instincts. If it feels bad, it probably is. Stay away or walk away.
- Walk with a sense of purpose, with your head held high.
- Watch out for each other - walk with a group or be involved in a carpool.
- Carry a charged mobile phone.
- Call "000" if you feel threatened or unsafe.
- Don't wear headphones or listen to music, so you're more aware of your surroundings.
- Don't be distracted by your phone - texting, messaging or using apps.
- Don't get angry. If someone makes a rude or vulgar remark, don't retaliate, walk to a safe, well-lit place and call for help if necessary.
- Advise someone when you are leaving work and let them know what time you expect to be home.

Personal safety tips when dealing with confrontation outside work:

- If possible, position a physical barrier between yourself and the other person.
- Wait for or create an opportunity to remove yourself from the situation.
- Seek assistance from people passing by.
- Sound a personal safety alarm.
- Call the Police "000".
- Remain in an area where there are lots of people.

Please be aware of your own safety during the day and night hours.

If incidents occur, please inform the CPC, your work placement supervisor, and the police where required.

You will need to lodge an incident report to Griffith GSafe incident management system, or via the pocket Safety app (see section 8.2) The CPO can advise regarding this.

See the Health Placement Support Hub website: Infection Control & Risk Management

6.9 Additional Hours

Unless prior approval is obtained from the CPC or Director, any additional or "extra" hours completed while on Professional experience (clinical) placement will NOT be formally recorded and recognised.

Adding an extra hour (for example) to the end of a shift is not permitted unless previously agreed upon with the CPO and the clinical facility/agency.

6.10 Exams scheduled during professional experience (clinical) placement

For students following the standard BN program progression, examination and professional experience (clinical) placement clashes should not occur, however for students with an altered progression plan, it may be unavoidable that examinations may be timetabled during the professional experience (clinical) placement. Students following an altered progression plan and enrolled in a clinical course should **alert the CPO** and every effort will be made to schedule a placement outside of the examination period.

Students who have a predicted clash between a scheduled exam and professional experience (clinical) placement should contact their CC and the CPC as soon as they are aware of the situation. If the clash cannot be avoided, the CPC will negotiate and document the minimal amount of time to be missed on the professional experience (clinical) placement. The student must communicate this absence to the CF and the absence email (as per absence protocol). The **placement hours recorded in the timesheet must reflect the absence for the exam and supporting documentation should be attached (exam schedule or stat dec).**

Should an end of trimester exam, deferred or supplementary exam be held on a Saturday while on placement, it is expected that the student attends the theoretical assessment as scheduled. If the student is rostered on for this day (preceptored placement), the above instructions apply.

6.11 Absence from professional experience (clinical) placement

Students must notify any absences from professional experience (clinical) placement – **see Appendix D**: Notification procedures for absence from professional experience (clinical) placement on when and how to communicate such absences.

All absences for medical or compassionate reasons, graduate interviews, facility new graduate open days, exam attendance, or Griffith SONM interviews (e.g., for overseas placement short-listing) must be supported with appropriate documentation (e.g. medical certificate or statutory declaration signed and witnessed by an appropriate person) (see section 7). These are all considered valid absences; however, they are still subject to clinical completion (see section 7).

Please note that family and friends who are RNs can NOT sign stat decs.

6.12 Academic course failure and clinical completion

Because professional experience (clinical) placement blocks are scheduled around academic study, it is possible that the placement block will occur after the academic course has been completed and course grades have been released.

If a student fails the academic components of the course and their grade falls outside of the supplementary assessment range, the Course Convenor (CC) will contact them. The CC will advise they are not required to attend the professional experience (clinical) placement component of the course. If the student has failed the clinical placement component and is eligible for a reattempt placement and are eligible for a supplementary assessment, this assessment must be successfully completed prior to the clinical placement reattempt being offered.

6.13 Griffith BN Program clinical hours and AHPRA minimum hours

While enrolled at Griffith University in the BN Program you will spend 880 hours over 22 weeks in the work/professional environment undertaking placements at various locations. Each clinical course within the BN Program includes a minimum set of hours to meet the requirements and learning outcomes of that course.

While registration with AHPRA may suggest a minimum of 800 clinical hours, students must complete all the required hours across each clinical course within the BN Program in order to be eligible for degree completion.

Please keep in mind that professional experience (clinical) placement blocks in the BN are assessed as *part of a course*. Each placement block evaluates the course learning outcomes for which the placement is an assessment item. **Students must therefore complete all the hours within the Program in order to be eligible for degree completion, even once the minimum threshold (800 hours) has been met.**

6.14 Clinical failure and clinical hours

If a student fails their clinical course or individual placement, the hours completed prior to the fail will not be counted towards their total hours as shown on Sonia.

The placement details will still be visible on Sonia, but a fail will be documented, and the hours will be reset to zero.

If students receive a failing grade for the entire clinical course, they must re-enrol and complete this course at a later date.

It is expected that all assessment items be reattempted in full in this re-enrolled course. This includes completing the professional experience (clinical) placement assessment that is part of the course. Professional experience (clinical) placement hours completed previously (from a failed course) cannot be used and will not be counted towards final BN program hours.

6.15 Financial support when on professional experience (clinical) placement

Students are recommended to cease paid work during any professional experience (clinical) placement period; thus they will need to carefully plan their finances for the year. This is for patient and personal safety, meeting fatigue management. Fatigue can adversely impact your safety, patient safety and your successful completion of clinical placement.

If you experience financial difficulty when you are on placement, the Welfare and Student Liaison Office may be able to help you.

6.16 Lactation Breaks (including Breastfeeding) on placement

Griffith University encourages breastfeeding and supports students who choose to continue breastfeeding once they return to their undergraduate studies. The following Information is adapted from Queensland Health's Breastfeeding and Work Policy (2019)

When Expressing Students Must:

- Discuss their specific needs and situation with their Clinical Facilitator and appropriate ward staff.
- Provide own breast milk expressing and storing equipment (if not available in the workplace).

- Supply appropriate storage containers for expressed breast milk and clearly label these containers with their name and date before placing it in the refrigerator

When Breast Feeding Students Must:

- Understand that restrictions still apply for caregivers that enter the workplace with the student's newborn/child, and ensure caregivers entering the workplace do so on the understanding that restricted access applies
- Ensure that they, their caregivers, and the child/children in their care, avoid environments when there is a risk of cross infection or injury
- Constantly supervise children in the workplace
- Ensure that children are delivered directly to the workplace facility designated for the purpose of breastfeeding/lactation breaks
- Ensure caregivers and the child/children in their care vacate the workplace at the completion of each lactation break.

Lactation breaks

Lactation breaks are available for students who choose to combine placement and breastfeeding. The lactation breaks are specifically for:

- expressing breast milk
- feeding the baby (either on or away from the work site).

Lactation breaks can be accessed when other specified breaks are not suitable. Students combining work and breastfeeding may be granted up to a total of one-hour lactation break per working day.

The one-hour lactation breaks include travelling time for students who take lactation breaks away from the facility. Any excess time taken is to be discussed with relevant staff and will not be counted on their ANSAT.

When lactation breaks can be taken

- Lactation breaks are to be taken at times appropriate to the student and the ward/department/ facility. The flexibility women need to breastfeed, or express milk is to be considered in the timing of lactation breaks. For example, some breastfeeding students may require two 30-minute lactation breaks, whereas a one-hour lactation break may be required by other students.

Where lactation breaks can be taken

Discuss with the CF where the provision of appropriate workplace facilities is accessible for lactation breaks. These facilities are required to be a suitable, clean room that can be locked and has a privacy signage.

7. ABSENCE AND CLINICAL COMPLETION

7.1 Course professional experience (clinical) placement requirements

NMBA (AHPRA) require a minimum of 800 hours to be accredited for nursing registration.

Griffith University Bachelor of Nursing program is accredited for 880 hours.

Clinical Completion is defined as the student's completion of rostered professional experience (clinical) placement hours for the clinical course. It also includes the completion of rostered professional experience (clinical) placement to meet the minimum requirements for registration as a registered nurse with AHPRA.

In addition to completed hours the student must have demonstrated competence in the clinical course and achieved a non-graded pass for the clinical assessment.

It is important that students do not assume course assessment requirements have been completed until officially notified via their final grade.

Course outline:

1809NRS – Effective Nursing Practice	80 hours
2803NRS – Acute Nursing Practice	160 hours
2807NRS – Chronic Condition Management	80 hours
2809NRS – Mental Health Nursing Practice	80 hours
3803NRS – Complex Clinical Care	80 hours
3804NRS – Community Nursing Practice	80 hours
3808NRS – Professional Experience Capstone	320 hours

If a student does not complete **all** rostered hours on professional experience (clinical) placement for a clinical course, their Clinical Facilitator/Preceptor should record the final grade as "Result Withheld" (RW) for the clinical assessment. The CPC reviews the ANSAT and determines if the student needs to complete additional professional experience (clinical) placement hours in accordance with the clinical completion policy.

7.2 Absence within professional experience (clinical) placement

If you are unable to attend placement due to extenuating circumstances (e.g. illness, bereavement, graduate interview etc), you must follow the SONM absence protocol outlined in **Appendix D**: Notification procedures for absence from professional experience (clinical) placement and upload supporting documentation supporting your absence (e.g. medical certificate, Statutory Declaration etc). Absent days are not an entitlement, these must be for extenuating circumstances, and must be accounted for.

If you do not upload absence documentation, this will delay ANSAT review and grade finalisation.

All absences will be reviewed at the time of ANSAT grading by the CPC team.

Professional experience hours will be reviewed by the CPO team on a regular basis and students will be advised if they are required to undertake clinical completion to meet the required hours for the course of study and program.

7.3 Documentation for clinical absence

Should students be absent on their professional experience (clinical) placement, documentation needs to be uploaded to Sonia timesheet to support these missed hours. Documentation must be uploaded for **EVERY absence** (no matter how small). Documentation needs to be uploaded within 24 hours of returning to placement.

Appropriate documentation can be in the form of either a medical certificate, a QLD statutory declaration form that is stamped and signed by the Justice of the Peace (JP) or a Commissioner for Declarations (Cdec), or a Commonwealth statutory declaration that is signed by an appropriate person as highlighted on page 2-3 of the document.

Please note that medical certificates must clearly state the provider number of the health professional. Should a provider number be missing, the university reserve the right to request further supporting evidence.

Appropriate reasons for a statutory declaration are:

- On the grounds of illness
- Accidents
- Temporary disability
- Bereavement
- Sporting or cultural commitment at state, national or international representative level
- Or other compassionate circumstances

Who can issue my medical certificate?

Griffith University states that "The **medical certificate** is to be provided by a registered **medical** or dental practitioner during a **medical** consultation (this includes Telehealth). **Medical certificates issued** by pharmacists or Chinese herbal doctors will not be accepted. It should include the following:

- the date the assessment is due, or exam scheduled,
- the date you were examined by the practitioner,
- statement that in their professional opinion you were "not fit for duty", suffering from "a medical condition" or were "unfit to sit an assessment item on the relevant day",
- your medical practitioner's contact details, including their provider number,
- your medical practitioner's signature."

7.4 Clinical completion for a course and/or NMBA (AHPRA)

If a student is absent in excess of the hours for their course of study, they will receive a grade of RW and be required to attend clinical completion irrespective of whether they have been deemed competent.

Clinical completion placements are usually allocated during the scheduled 'Clinical Completion' period on the clinical calendar or as available.

Clinical completion occurs in 80-hour blocks to meet health care facility requirements and to allow the Clinical Facilitator/Preceptor adequate time to complete the student's assessment.

Students must complete (**in total**) as many blocks as are needed to ensure **ALL** previous absent hours are completed.

If a student is absent during the clinical completion placement, they may be required to complete further clinical completion.

All absences will be reviewed at the time of ANSAT grading by the CPC team to assess if clinical completion hours are required.

IMPORTANT: Students who have a recorded absence within their professional experience (clinical) placement must not 'add' extra time to other shifts to make up for this deficit, without first contacting the CPO to discuss if this is suitable. The CPO will then advise the student if their current facility allows such amendments to their shift, and if so what steps need to be taken.

7.5 Clinical Re-attempt

At the **discretion of the CPC**, students who fail the professional experience (clinical) placement assessment item **may** be afforded the opportunity to pass this course component through a re-attempt opportunity. Failure to complete the professional experience (clinical) placement following a re-attempt will not meet the University's criteria for supplementary assessment in the course.

All students who are given a re-attempt placement **must** begin their placement with a CLP (section 9.8) in place to support their learning with structured goals for success.

7.6 Cumulative hours for clinical courses and Registration

The clinical hours for the BN programme are calculated as the **sum** of all professional experience (clinical) placement hours from each successfully completed clinical course (**If a student fails a clinical course the completed course clinical hours do not contribute to total BN program clinical hours**).

Students must meet the standards for registration set by the Nursing and Midwifery Board of Australia (NMBA) (authorised by the Australian Health Practitioner Regulation Agency [AHPRA]) and the Australian Nursing and Midwifery Accreditation Council by the end of their BN program (ANMAC).

Throughout the BN program, each student's accumulated clinical hours will be reviewed on a regular basis to identify those who may have fallen below the predicted hours expected at that stage of the program. This will consider absences due to public holidays, unexpected clinical area closures, and unexpected weather events. *Additional professional experience (clinical) placement will be assigned as needed to assist the student in meeting the hours required for NMBA registration (see section 6.2, 6.5, 6.6).*

Please keep in mind that it is the student's responsibility to ensure that they are also meeting the hours required for registration, and they should not rely on the CPO to do so.

Students who have previously been credited with a course will only be credited with the hours for the equivalent course within the BN Program at Griffith. *For example, if you completed an equivalent 1809NRS course at TAFE and completed a 120-hour placement, your 'credited hours' will be only 80 hours (equivalent to the current 1809NRS clinical hours).*

This information will be accessible in Sonia under the History TAB.

PLEASE NOTE: Students should be aware that if they do not complete their program clinical requirements by the cut-off date for their graduation ceremony, they may be unable to attend the graduation ceremony. Students will, however, be able to register and attend the next scheduled ceremony.

8. HEALTH & SAFETY

The University requires those responsible for all University activities whether on or off campus to comply with relevant Health and Safety legislation, codes of practice, advisory standards and established good practice including Australian Standards as well as University policies and procedures.

All staff and students are expected to:

- Comply with University health and safety policies and procedures.
- Conduct their activities in a manner which prevents personal injury or injury to others, and damage to property.
- Cooperate with and actively participate in the University's safety management system.
- Report any incidents, unsafe conditions or acts that come to their attention.

See the website for more details: Health, Safety, and Wellbeing

Work Health and Safety inductions are conducted prior to and/or upon commencement of professional experience (clinical) placement at a health care facility. Briefings are site specific and may be required to be completed on-line before the actual placement, while others will be given on arrival at the placement. Fire Safety briefings and Patient Handling Risk Assessment are also covered.

See the Health Placement Support Hub website: Infection Control & Risk Management

8.1 Accidents and injuries – Incident reporting

In the event of an accident, incident or injury you should, where able, initiate first aid treatment if required and/or report to a First Aid Officer who will initiate first aid treatment if required. As outlined in the Guidelines for the Prevention and Control of Communicable and Notifiable Diseases, this includes exposure to blood or body substances.

Accidents, incidents or injuries that occur at a placement facility or on the way to the placement facility should be reported to:

- the Clinical Facilitator / Preceptor and procedures of the healthcare facility followed, including completion of any workplace health and safety forms
- Griffith University via the GSafe system for reporting incidents
- the CPC (by email).

See the GSafe reporting website to download a hardcopy of the Griffith University Incident/Injury Report form or to access the online GSafe reporting tool (the student must log in to provide access): GSafe reporting

The Griffith University Incident/Injury Report form should be completed, signed by the Clinical Facilitator/ Preceptor and submitted to the University's Health and Safety Operational Unit, as per directions on the form.

Students are legally indemnified through Griffith University insurance policies and agreements.

See the Health Placement Support Hub website: Legal Issues

8.2 Personal safety on professional experience (clinical) placement

It is important to note that students may be placed in a range of facilities and geographical locations. A range of shifts may need to be worked, some that include finishing or commencing for a night duty at 19.00, 21.00 or 23.00. Refer to sections 6.7 and 6.8 in relation to personal safety on professional experience (clinical) placement.

Please be aware of your own safety during the day and night hours. If incidents occur, please inform the CPC, your work placement supervisor, and the police where required. You will need to lodge an incident report to Griffith GSafe incident management system, or via the pocketSafety app (see section 7.4). The CPO can advise regarding this.

See the Health Placement Support Hub website: Infection Control & Risk Management

8.3 pocketSafety

pocketSafety

mobile incident & hazard reporting app

Download on the App Store

GET IT ON Google Play

pocketSafety enables students and staff to report incidents and hazards from a mobile device.

The app can be downloaded via the App Store or Google Play.

On the first-time logging in you will need to configure the connection settings.

- Click '***Log in***' on the main screen.
- On the next page ensure the '***Connect to Riskcloud***' is ticked.
- Enter '***Griffith***' as the access code.
- Save settings.

9. PERFORMANCE & ASSESSMENT

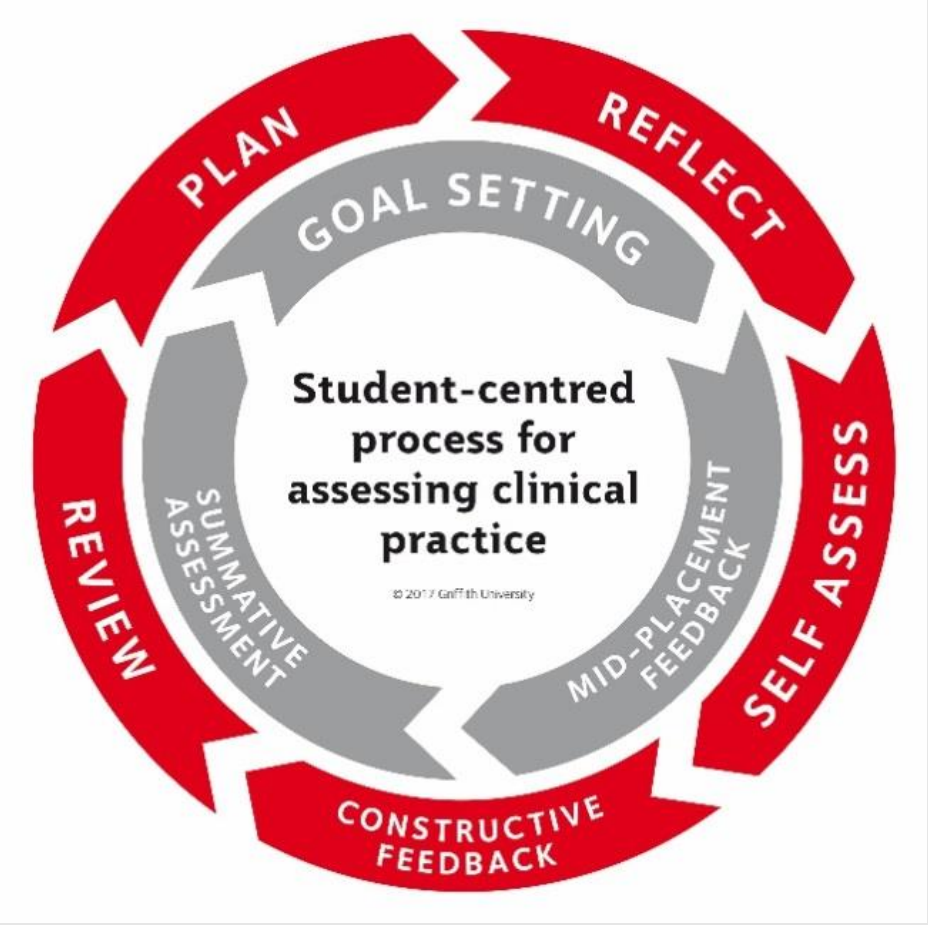
When students attend professional experience placements, they should make the most of the learning opportunities that arise. Students are expected to be punctual and prepared. They are encouraged to actively participate in learning experiences and demonstrate professional behaviour. At all times, they should focus on their duty of care to provide safe, effective person-centred nursing care. They will set their own learning goals and seek to meet these through supervised practice. They performance will be assessed using a structured assessment tool, the ANSAT.

9.1 Professional experience (clinical) placement goal setting

Rationale for goal setting:

Self-directed learning is an essential nursing skill to support nurses to cope with the ever-changing clinical environment. Goal setting and the review of goals is an essential component of self-directed learning and the development of lifelong learning skills.

It demonstrates the ability to initiate, be accountable for, and direct learning one's own learning in keeping with Registered Nurses Standards for Practice. It should be guided by the learning outcomes for the course, as well as individual learning goals formulated from self-assessment and feedback from previous professional experience (clinical) placements and simulated skills sessions. Goal setting can be seen as the first formal component in the student-centred process of assessing clinical practice and supported by the informal strategies of review, plan, reflect, self-assess and receiving constructive feedback.



How to set goals:

These strategies will assist you to identify your developmental needs, and these are formulated into SMART Goals.

Specific	Measurable	Attainable	Relevant	Time-Bound
Make sure your goals are focused and identify a tangible outcome. Without the specifics, your goal runs the risk of being too vague to achieve. Being more specific helps you identify what you want to achieve. You should also identify what resources you are going to leverage to achieve success.	You should have some clear definition of success. This will help you to evaluate achievement and also progress. This component often answers how much or how many and highlights how you'll know you achieved your goal.	Your goal should be challenging, but still reasonable to achieve. Reflecting on this component can reveal any potential barriers that you may need to overcome to realize success. Outline the steps you're planning to take to achieve your goal.	This is about getting real with yourself and ensuring what you're trying to achieve is worthwhile to you. Determining if this is aligned to your values and if it is a priority focus for you. This helps you answer the why.	Every goal needs a target date, something that motivates you to really apply the focus and discipline necessary to achieve it. This answers when. It's important to set a realistic time frame to achieve your goal to ensure you don't get discouraged.

Think Marketing website: https://thinkmarketingmagazine.com/how-to-create-smart-goals/

Goals are a vital component of professional experience (clinical) placement and should assist in achieving success in this assessment. The goals set for each professional experience (clinical) placement are to be formulated prior to placement and should be reviewed with the clinical facilitator or preceptor during the initial meeting. Some modification may be necessary in the first few days to ensure the relevance for the placement. Goals should be further reviewed at mid-placement feedback in relation to the degree of achievement and new goals may be set. Evaluation of goals at the completion of the placement may assist in the development of new goals for subsequent clinical experiences.

For each professional experience (clinical) placement, goals need to be set in three areas of development as identified by the student. When formulating goals, the following resources will be helpful:

- The Course Learning Outcomes
- The Australian Nursing Standards Assessment Tool (ANSAT)
- The ANSAT Behavioural Cues
- The Pre-Brief for the facility
- Feedback from previous placement

Ask yourself the following questions for each goal:

- What do I want to achieve?
- How can I do this?
- Why should I do this?
- What resources do I need to do this?
- What is my timeframe to achieve this?

When completing the goal sheet for your professional experience (clinical) placement, goals should follow the below structure:

Goal:

Area I want to develop:

(attainable, relevant)

I will achieve this by:

(specific)

I will complete this by:

(time)

I will address the following Standards for Practice when achieving this goal:

(measurable)(explain how you will meet at least three standards within each goal- all seven standards need to be met across the three goals)

- Standard 1 Thinks critically and analyses nursing practice:
- Standard 2 Engages in therapeutic and professional relationships:
- Standard 3 Maintains capability for practice:
- Standard 4 Comprehensively conducts assessments:
- Standard 5 Develops a plan for nursing practice:
- Standard 6 Provides safe, appropriate and responsive quality nursing practice:
- Standard 7 Evaluates outcomes to inform nursing practice

9.2 The Australian Nursing Standards Assessment Tool (ANSAT)

Clinical Facilitators/Preceptors assess the student's skills and competence during professional experience (clinical) placement using the Australian Nursing Standards Assessment Tool (ANSAT). Students should become familiar with the ANSAT prior to the start of the professional experience (clinical) placement.

The purpose of the ANSAT is to rate overall performance as a developing Registered Nurse. The ANSAT encompasses the seven standards of the NMBA (2016) Registered Nurse Standards for Practice. These standards are adapted for each professional experience (clinical) placement within the Bachelor of Nursing program to reflect the evolving scope of practice of undergraduate nursing students. The Clinical Facilitator/Preceptor structures their continual and collective assessment by considering the student's consistency in demonstrating **knowledge, skills and conduct** in relation to the seven standards, and each item within seven practice standards.

ANSAT website: http://www.ansat.com.au/

The ANSAT can be found on the front page of Sonia and may be printed if the facility requires a hard copy assessment form. The document is otherwise available and completed online via the Sonia database.

IMPORTANT: It is recommended that students save a copy of their ANSAT at both the midway point and at the end of placement; to ensure a copy is available should the Sonia system have technical issues and lose data.

9.3 Placement and ANSAT Completion

Students should complete all requirements for their placement no later than the weekend after the completion of their placement block.

Tasks to be completed by the student during this time are:

- Completion of student reflection
- Student 'sign off' on relevant sections of ANSAT
- Uploading of medical certificates to timesheet (if required)
- Uploading of statutory declarations to timesheet (if required)
- Ensure that the documents are submitted

If the student fails to meet these requirements this will delay finalisation of assessment results.

9.4 Paper based ANSAT

The school prefers that ANSATs are completed online via the Sonia database; however, some facilities may choose to complete student ANSATs on paper.

It is the student's responsibility to ensure that the final completed ANSAT is returned to the university to the CPO. This can be either:

- A clear and legible scanned copy as a PDF returned via email as one document
- A clear and legible copy handed into the Clinical Placement Office

9.5 Standards for Practice

Student performance is assessed against the Nursing and Midwifery Board of Australia (NMBA, 2016) Registered Nurse Standards for Practice include the following standards:

- Thinks critically and analyses nursing practice.
- Engages in therapeutic and professional relationships.
- Maintains the capability for practice.
- Comprehensively conducts assessments.
- Develops a plan for nursing practice.
- Provides safe, appropriate and responsive quality nursing practice.
- Evaluates outcomes to inform nursing practice.

Students must be familiar with these standards prior to professional experience (clinical) placement. To understand how the Standards for Practice can be upheld, behavioural cues have been identified. An understanding of these cues will assist in the goal setting process.

See ANSAT Website – Behavioural Cues

NMBA (2016) Registered Nurse standards for practice

9.6 Scope of practice

The scope of practice for an undergraduate nursing student is that a student is educated, competent and authorised to perform for safe, professional practice.

The scope of practice for an undergraduate nursing student is influenced by the:

- Level of competence and education of the nursing student
- Patient's and client's health needs
- Service provider's policies
- Context in which they practice

If a student is an Enrolled Nurse or an overseas qualified nurse, it is important they maintain a **student** scope of practice, rather than a personal scope of practice which they may have achieved through previous study or employment.

As undergraduate nursing students progress through their degree program, their scope of practice will change. Students should familiarise themselves with the scope of practice document developed for the Bachelor of Nursing **(Appendix G**: Undergraduate Scope of Practice**)** and must work within their current scope of practice; any student who practices outside their current scope of practice may receive a fail grade for professional experience (clinical) placement.

An important part of clinical practice is medication administration. Students must become conversant with the legal requirements and legislation governing medications. Health services have strict policies on medication administration. Students must read and conform to the School of Nursing and Midwifery's policy on Administration of Medication by Students on Professional experience (clinical) placement (**refer to Appendix D**: Notification procedures for absence from professional experience (clinical) placement).

The NBMA *National framework for the development of decision making tools for nursing and midwifery practice* contains information about scope of practice and the decision-making framework.

9.7 Creating a beneficial learning opportunity

Students have an obligation to make the most of every learning opportunity. This may include:

- Ensuring they are familiar with the process of assessment of clinical practice
- Completing all preparation for professional experience (clinical) placement including:
    - attending clinical simulation laboratories
    - setting goals before the start of professional experience (clinical) placement
    - completing all online learning and pre-brief requirements prior to the start of professional experience (clinical) placement and in accordance with the pre-brief requirements
- Knowing their scope of practice and the scope of practice of others they are buddied with (for example: enrolled nurse).
- Making themselves known to their practice partner, such as a Registered Nurse/Practice Partner/Buddy
- Taking the time to effectively communicate placement goals, personal strengths, expectations, rights and responsibilities
- Actively demonstrating that they can work safely and professionally, and are able to make decisions and take actions commensurate to their theoretical preparation and scope of practice
- Asking questions and seeking further information in situations that are unfamiliar to them.
- Clinical Facilitators/Preceptors and academic staff from the School of Nursing and Midwifery have the right to expect respect from students. They have clinical and theoretical expertise and will be making judgments about students' clinical performance based on the NMBA *National Standards for Practice for the Registered Nurse* (2016).

9.8 Clinical Learning Plan

If a student's performance does not consistently meet the RN Standards for Practice during professional experience (clinical) placement, a Clinical Learning Plan will be negotiated between the student, the clinical facilitator, and CPC. **(see Appendix E**: Administration of medications by students on professional experience (clinical) placement**).**

The **Clinical Learning Plan** is a tool based on the RN Standards for Practice that the Clinical Facilitator/Preceptor, in collaboration with the student and CPC use to guide and support the student to achieve the appropriate outcomes in professional experience (clinical) placement.

The Clinical Learning Plan is a constructive, proactive tool that provides:

- Clinical learning assessment, identifying the specific knowledge, skills or conduct deficit/s
- A learning plan to address the identified deficits, including specific outcomes, strategies to achieve those outcomes and a timeframe for completion. The need for a Clinical Learning Plan should be commenced early in the placement as soon as concerns have been identified to allow the student the maximum time to meet the required standards. However, sometimes an event or issue arises later in a placement and a Clinical Learning Plan may be commenced at this time also. The Clinical Learning Plan will be developed in discussion with the student regarding their learning needs and skill development, and in consultation with the CPC. If it is not possible to develop the Clinical Learning Plan with the student, this task will be completed by the Clinical Facilitator and the CPC.

A student who is unable to successfully achieve the plan outlined in the Clinical Learning Plan and is unable to consistently demonstrate appropriate levels of *knowledge*, *skills* or *conduct* within the standards outlined in the Registered Nurse Standards for Practice NMBA (2016) **will fail the professional experience (clinical) placement assessment item**. The student will be notified to attend a meeting with the CPC (or the CPC may attend the facility to determine the outcome). The student may then wish to meet with their BN Campus Program Advisor to discuss program progression.

See the School Sonia website to download the Clinical Learning Plan and Anecdotal Notes documents or contact the CPO.

9.9 Unsatisfactory performance

If at any time during the BN program there are reasonable grounds that a patient/client is at risk, the student will be immediately removed from placement.

Consequences of unsatisfactory performance may include:

- A fail grade for a placement assessment item(s)
- A fail grade in a course that incorporates a placement
- Exclusion from the degree program

Students who fail the work integrated learning assessment item (also known as professional experience or professional experience (clinical) placement) **may** be given a second opportunity to pass this course component through a re-attempt opportunity. Failure of the professional experience (clinical) placement after a re-attempt will not meet the University's criteria for the award of supplementary assessment in the course.

See also Section 4.1

See the Health Placement Support Hub website: Your Performance *(Unsatisfactory Performance)*

9.10 Student concerns whilst on professional experience (clinical) placement

Generally, professional experience (clinical) placement is both inspiring and rewarding and most students value the experience and opportunities presented to them. However, there can be situations that arise where a student feels there are issues of concern. In every situation there are channels of communication and it is important that these are adhered to in a professional manner (**see Appendix F**: Concerns while on professional experience (clinical) placement).

If concerns have not been resolved after discussion firstly with the Clinical Facilitator/Practice Partner/Preceptor, then the CPC should be contacted. If there are still unresolved concerns, please contact the **Clinical Director**. There are processes for further appeal should the channel of communication outlined above not resolve student concerns and these can be discussed with the **BN Campus Program Advisor.**

See the Student Support website: Student Support

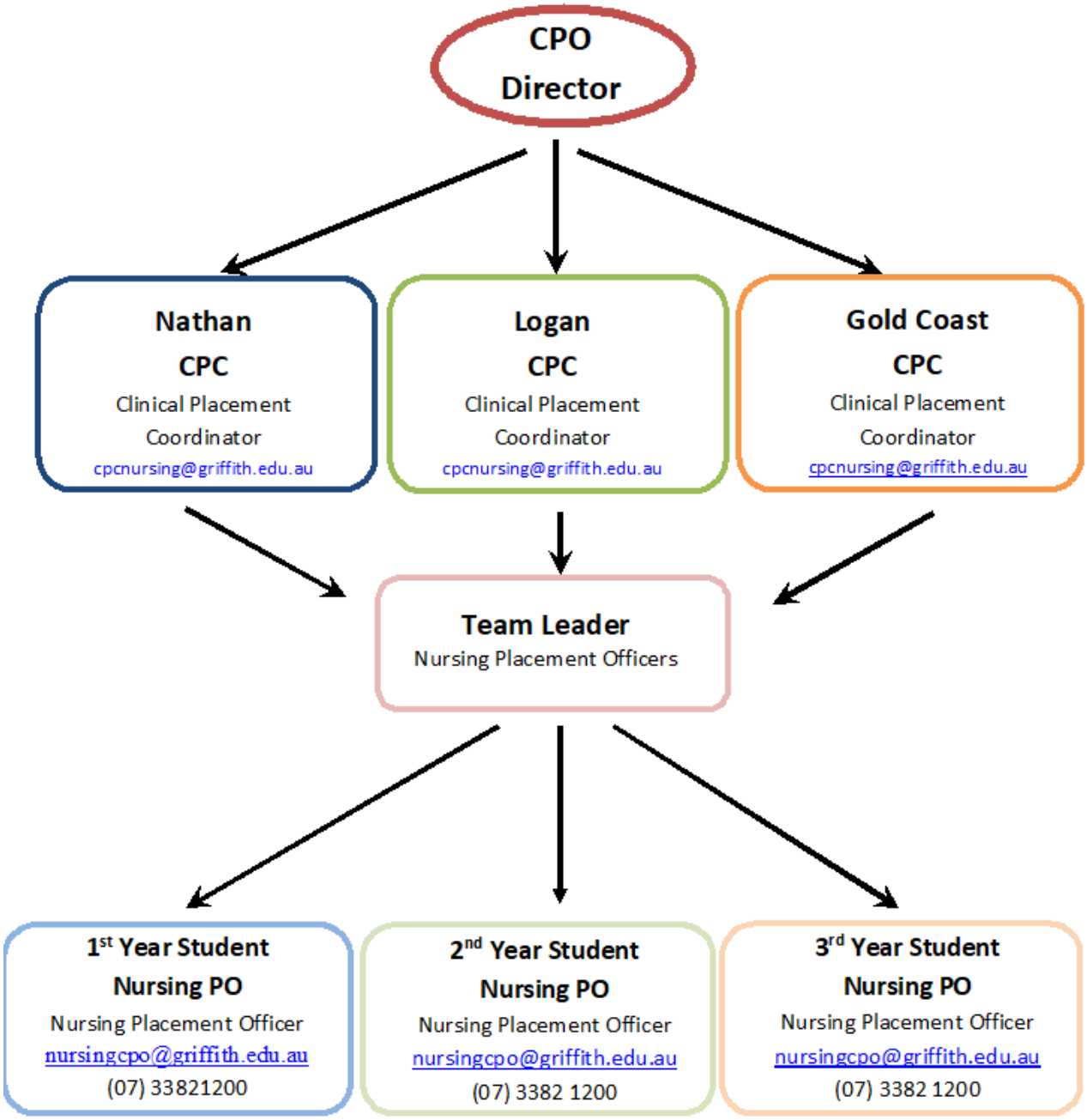
See the Fit for Placement website: Legal Issues *(Sexual Harassment & Workplace Bullying/Harassment)*

Further information may be obtained at: Student Review and Appeal

At the conclusion of your placement, you will be emailed from Sonia links to the National Placement Evaluation Centre (NPEC) to provide anonymous feedback about your placement. The Aim of the centre is to measure and enhance the quality of nursing and midwifery clinical placements through rigorous evaluation and quality improvement processes.

10. APPENDIX

Appendix A: Professional experience (clinical) placement Office (CPO) Structure



Appendix B: Professional experience (clinical) placement supervision models

Facilitated placement (referred to as the 'Clinical Facilitator model')

This is the most common professional experience (clinical) placement model where small groups of about six to ten students are assigned to a dedicated Clinical Facilitator (CF). The CF may be employed by the University or by the health care facility. Students are "buddied" with Registered Nurses (RN) or Enrolled Nurses (EN) each shift. The CF works collaboratively with facility staff and with each student, closely supporting the student throughout the placement. The CF completes the assessment and undertakes performance management, in collaboration with the CPC, when required.

Near Peer model

A first-year student may be buddied with a third year Griffith Nursing student in the placement group and allocated to a supervising Registered Nurse. A CF oversees both students within the group.

'Cluster model'

Students are allocated to a CF group. The cluster group comprises approximately 40 students with CFs. The RN or EN 'buddied' with the student has a greater responsibility for the student. There is less CF-student interaction, and the CF collates the assessment with feedback from the buddy.

The Gold Coast University Hospital and Health Service are currently using this model.

'Preceptor model'

Students are assigned to one specific Registered Nurse, who is known as a preceptor, and is employed by the health care facility. The RN mentors the student and assesses their performance for the entire professional experience (clinical) placement. The student works the same shifts as the Preceptor. In some situations, more than one preceptor is assigned due to the staffing in various organisations being predominately part-time staff.

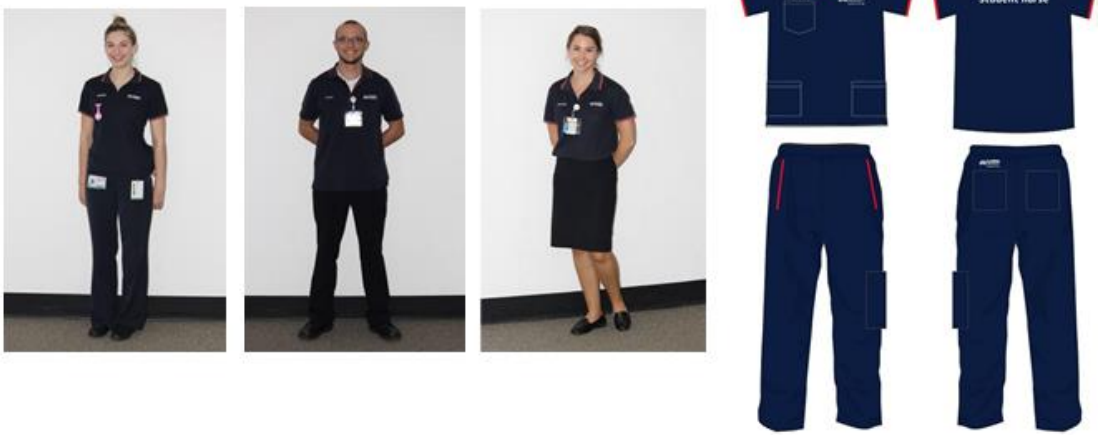
This model is often used in Rural and Remote facilities, and in primary health care or similar, when low student numbers precludes the allocation of a CF.

Logan Hospital and Beaudesert Hospital use this model with overseeing CFs employed by the organisation collating assessments, undertakes performance management where required and delivers the ANSATs.

Appendix C: BN Uniform Requirements

Bachelor of Nursing Uniform Requirements

These requirements are further to the presentation requirements found on the Health Placement Support Hub website.
Further requirements may be required to be met as per organisational policies and procedures where the placement is being undertaken.



Uniforms

- Griffith student ID Badge is to always be carried with you at all times or worn and visible. Plastic sleeves and clips for ID are available for purchase at your campus bookstore.
- Students in the School of Nursing and Midwifery are always required to wear the School uniform on placement.
- The uniform comprises the following:
    - Navy blue Griffith University 'Nursing' polo shirt (as shown in the images above). These are available for purchase at your campus bookstore.
    - Tailored black or navy long pants. Knee length black or navy skirts are also allowable for female Nursing students.
    - Tailored black or navy tailored (city) shorts may also be worn.
    - Griffith branded 'student nurse' scrubs.
- Please note that scrubs **cannot** be worn in some aged care settings, and therefore scrubs should not be purchased to wear during 1st year placement but can be purchased to be worn in SimLabs.
- No Jeans
- No ¾ Pants
- No tight pants or short skirts
- No leggings/jeggings

Footwear

- **Accepted shoes:** Closed in black shoes. **Shoes need to be leather (or imitation)** to be easily cleaned after body fluid spills, and to reduce risk such as needle stick injury.
- No canvas shoes
- No open toed shoes
- No ballet flats
- **No trainers/runners with mesh**
- **Frankie4** footwear is permitted as long as they are not mesh, cover the entire foot and meet the requirements as above.

General appearance

- Hair should be clean, neat and tidy. Long hair should be tied up, off shoulder/collar.
- Garments should be clean, ironed, neat and tidy.
- No bare midriffs
- No tracksuits or sporting garments
- No slogans on clothing to be visible
- No painted, gel or dipped fingernails
- No long, acrylic or gel nails.
- No artificial eye lashes
- No ornate flowers, clips, or head bands to be worn.

Jewellery

- Exercise judgement about wearing jewellery in keeping with maintaining a professional appearance and avoiding risk.
- Jewellery is a source for infection and occupational health and safety, and interferes with procedures.
- plain studs only. A single flat wedding ring/band (no stones or engraving) may be worn but must not interfere with effective hand hygiene practice.
- No wrist watches or rings (except for the above).
- Facial piercings MUST be removed. (Nose piercing for cultural reasons must be changed to a flat clear stud. No loops to be worn.)

Bare below the elbows

Due to hospital policy and infection control best practice, all students must be bare below the elbows.

This includes long sleeves, wrist watches, and rings not being allowed.

PLEASE NOTE: **NO** exceptions are made to this rule for students of different cultural or religious backgrounds. As bare below the elbows is a strict policy, it is encouraged that students discuss alternative options with their spiritual/cultural leaders and advisors.

Uniform Variations

'No Uniform' on some Mental Health Placements (Smart Professional Attire)

Only worn if pre-brief stipulates No Uniform

Professional appearance must always be maintained.

- No bare midriffs,
- No tight or revealing clothes
- No T-shirts.
- No Jeans or Shorts. If trousers or slacks are worn, they should be tailored (clothing with frayed areas are not to be worn).
- Skirts and dresses to be mid-knee length.
- No sports shoe, joggers, sandshoes, sneakers, thongs, crocs, or open toed shoes.
- Collared shirts are to be worn. Polo shirts are acceptable.
- No items with writing or advertisements.

Cultural Considerations

The below points are appropriate ONLY for students observing cultural & religious practices.

- Long-sleeved (non-pilling) Navy Blue or Black 'skivvy' may be worn under the approved uniform top. Students will be required to roll the sleeves up when performing clinical procedures, maintaining asepsis and in all handwashing procedures.
- Full dresses (to the floor/ankle) are not permitted as professional experience (clinical) placement uniform.

- Plain Black/Navy Blue or White head covering/hijab/headscarf/jilbab may be worn. It must be light weight fabric, tucked and pinned to hold in place, and MUST always be tucked in the shirt.
- Burka, Khimar and Sitaras are not permitted to be worn on professional experience (clinical) placement.
- Plain Black/Navy Blue or White patka/keski turban may be worn.

Fully Enclosed Shoes

Navy Blue or Black fully enclosed leather (or leather like) shoes, with non-slip soles, are the uniform requirement.

Footwear should be clean and without any visible dirt.

Appropriate footwear as described is to be worn for all laboratory sessions and on all professional experience (clinical) placements.

FRANKiE4 Nursing Footwear

As a popular supplier of nursing footwear, FRANKiE4 has been approved for students to wear on professional experience (clinical) placement and are the ONLY style of shoes that will be accepted with white soles.

The shoes must NOT be made from mesh.

The shoes (especially ones with white soles) must be in good repair, clean and tidy.

The below models are the ONLY FRANKiE4 footwear that has been approved for professional experience (clinical) placement.

WiNNie II: Black/Black; Black/White; Navy

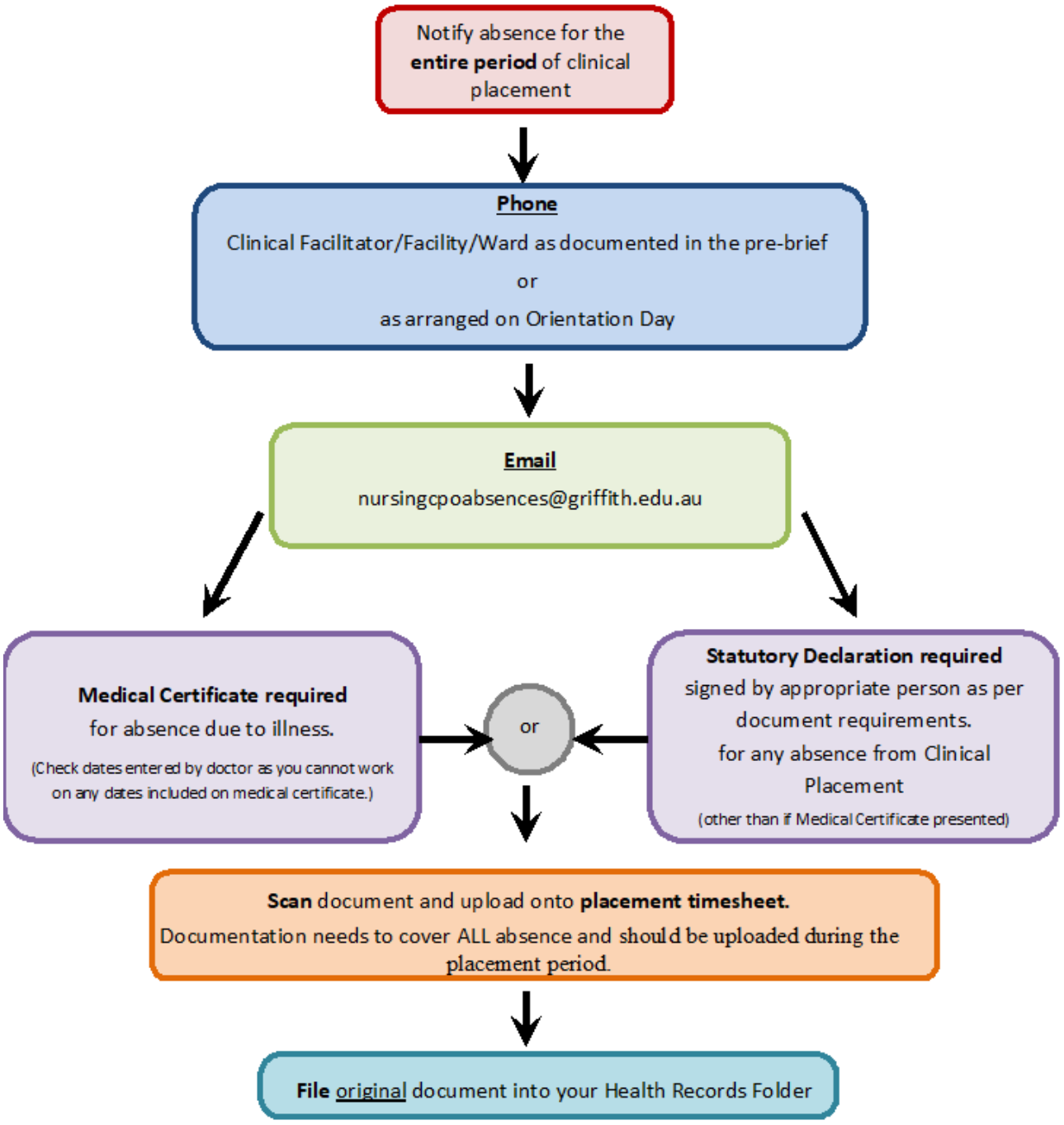
NAT II: Black/Black; Black/White; Navy/Navy; Navy Weave

ELLiE IV: Black; Deep Navy

JACKiE III: Black Punched; Deep Navy; Navy Croc

Appendix D: Notification procedures for absence from professional experience (clinical) placement

Students who are absent from professional experience (clinical) placement must comply with the notification procedures as outlined in the following flowchart. A **medical certificate or a statutory declaration** which covers **each day** of missed professional experience (clinical) placement must be uploaded into the Sonia database. The original document is kept by the student and filed in their Health Records Folder. Please refer to **Student Absence Protocol** and **How to complete your Time Sheet in Sonia** both documents are on the home page of Sonia once logged in.



Appendix E: Administration of medications by students on professional experience (clinical) placement

School of Nursing and Midwifery: Bachelor of Nursing

ADMINISTRATION OF MEDICATIONS BY STUDENTS ON PROFESSIONAL EXPERIENCE (CLINICAL) PLACEMENT

The School of Nursing and Midwifery has adopted the following policies in relation to the administration of medications by students on professional experience placement:

Theoretical Preparation

Students should not be involved in the preparation and administration of medication until after completion of the relevant theoretical and practical component of the program and as indicated by course convenors.

Scope of Practice

Following relevant theoretical and practical preparation, students may prepare and administer medications under **direct supervision** only, of either a Registered Nurse (RN) employed by the healthcare agency, or their RN Clinical Facilitator or RN Preceptor. You are **NOT** to administer any medications under the supervision of an EN. The supervising Registered Nurse or Clinical Facilitator/Preceptor remains legally responsible for the administration of the medication.

Medication preparation and administration to adults or children is governed by the policy and procedure guidelines of the health care facility and the scope of practice of the student.

Direct Supervision

"Direct supervision is when the supervisor is actually present and personally observes, works with, guides and directs the person who is being supervised". (NMBA National framework for the development of decision-making tools for nursing and midwifery practice, 2007, p19).

National framework for the development of decision-making tools for nursing and midwifery practice

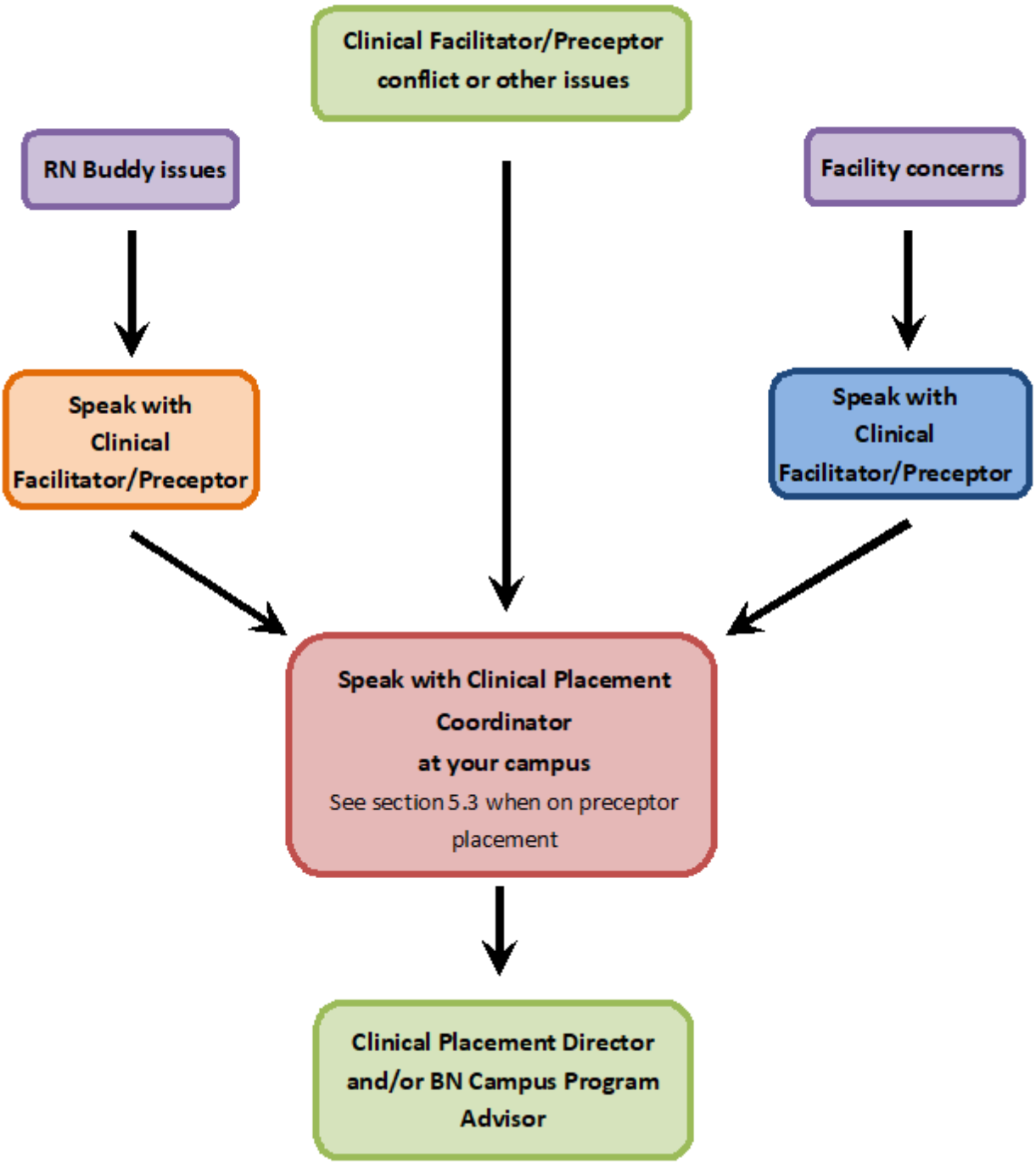
Schedule 8 Drugs

Students should only be involved in preparing and administering these drugs when **directly supervised** and when the medication is checked by two Registered Nurses employed by the health care facility or by one Registered Nurse employed by the facility and the Clinical Facilitator/Preceptor (depending on the policy of the hospital or Health Service).

The Clinical Facilitator/Preceptor must be aware of each healthcare agency's policy on administration of medication by students and to comply with that healthcare agency's policy if the University policy is different.

Appendix F: Concerns while on professional experience (clinical) placement

Student Concerns



Appendix G: Undergraduate Scope of Practice

Undergraduate student nurses' scope of practice

School of Nursing and Midwifery

Assumptions about learning

1. Students are active learners
2. Students learn through **research, reflection, observing, assisting & performing clinical skills, assessing, and providing patient care** - all within the parameters of their nursing scope of practice
3. Learning in the workplace entails students' incrementally increasing their capacities to understand what clinical situations mean by: developing their analytical thinking in relation to the particular demands of each situation, making connections between the need to use and apply existing knowledge and the need to acquire new knowledge
4. Learning is supported by creativity, imagination and reasoning
5. Learning requires inductive and deductive thinking
6. Learners draw on their prior experiences and apply these to their meaning making in new contexts
7. Experts support learners to be responsible and accountable for their knowledge and practice
8. Nurses as adult learners are self-directed, lifelong learners

Student expectation of the placement experience

1. Students expect Registered Nurses will facilitate their learning
2. Students expect to be buddied with different health workers during their experience
3. Students expect to be held to account for the rationale of particular nursing care before undertaking that care/skill/procedure
4. Students are expected to observe a procedure before performing the same procedure
5. Students expect to be allocated to appropriate learning activities suitable to their abilities and clinical setting
6. Students expect that they will be under direct, **personal supervision** for new and high risk procedures

Student responsibilities for learning in the clinical area

1. **Students are legally and ethically responsible** for the care that they provide
2. Students are responsible for being prepared for learning by:
   - completing all 'fit for professional practice' requirements by the due date
   - reading and comprehending the allocated pre-brief for clinical placement
   - completing the health facility online orientation
   - being aware of the limits associated with their year level
3. Students are expected to behave in accordance University policies and procedures
4. Students are responsible for professional behaviour and upholding professional nursing standards and codes e.g. code of ethics and code of conduct
5. Students as self-directed learners will ensure theoretical knowledge before workplace learning
6. Before performing a nursing procedure, **the student is responsible for reviewing the health organisation's policy and procedural information** until they are very familiar with the clinical skill and can explain the procedural steps in their own words

LIMITATIONS

Year 1 Bachelor of Nursing student learner

First year students do not

- administer any medications intravenously
- administer S8 medications
- carry out invasive interventions/procedures

Theoretical studies in Year 1 focus on:

- nursing as a professional health discipline, nursing assessment, developing therapeutic relationships, and undertaking essential nursing care

The learning concepts and content of the Bachelor of Nursing (BN) scaffold across the three years of study

LIMITATIONS

Year 2 Bachelor of Nursing student learner

Second year students do not

- administer S8 medications intravenously
- carry out complex invasive interventions/procedures e.g. CVAD dressings

Theoretical studies in Year 2 focus on:

- assessment and planning, delivery of simple invasive procedures, and understanding the nursing care of people living with different diseases
- **care of the person with an acute illness**
- **care of the person with a chronic illness** including mental health problems
- **care of the child and family**

LIMITATIONS

Year 3 Bachelor of Nursing student learner

Third year students do not

- carry out complex invasive interventions/procedures without direct supervision e.g. CVAD dressing

Theoretical studies in Year 3 focus on:

- evaluation of nursing care and incorporates first and second year knowledge, skills and abilities

The learning concepts and content of the Bachelor of Nursing (BN) scaffold across the three years of study

Personal Supervision means 'continuous and within close proximity'; so that the supervisor is to be able to assist with or cease the activity / intervention promptly. Personal supervision should be used for nursing care that has a higher risk of injury to the patient / client / resident.

Bibliography:

Australian Catholic University (2015) Scope of Practice; GCH Undergraduate Nurses Scope of Practice; Griffith University (2016) Scope of Practice for years 1, 2, and 3; GU (2016) BN Curriculum, 2016-2021, Brisbane Australia, GU; Queensland University of Technology (2015) Scope of Practice; Qld Govt. (1996). Health (Drugs & Poison) Information 1996; Southern Cross University (2016) Scope of Practice; University of Southern Queensland (2015) Scope of Practice; University of Queensland (2016) Scope of Practice.

Appendix H: Requirements for supporting documents

There are several types of supporting documentation that may be submitted to notify fitness for practice or to validate an absence from placement.

Appropriate supporting documentation can be:

- a medical certificate which includes provider information
- a QLD statutory declaration form that is stamped and signed by the Justice of the Peace (JP) or a Commissioner for Declarations (Cdec)
- a Commonwealth statutory declaration that is signed by an appropriate person (as highlighted on page 2-3 of the document).

Who can issue my medical certificate and what information should it include?

Griffith University states that 'The **medical certificate** is to be provided by a registered **medical** or dental practitioner during a **medical** consultation (this includes Telehealth). **Medical certificates issued** by pharmacists or Chinese herbal doctors will not be accepted. It should include the following:

- the date the assessment is due or exam scheduled
- the date you were examined by the practitioner
- statement that in their professional opinion you were "not fit for duty", suffering from "a medical condition" or were "unfit to sit an assessment item on the relevant day"
- your medical practitioner's contact details, including their provider number
- your medical practitioner's signature."

When can a statutory declaration (stat dec) be used?

Appropriate reasons for a statutory declaration are:

- On the grounds of illness
- Accidents
- Temporary disability
- Bereavement
- Sporting or cultural commitment at state, national or international representative level
- Or other compassionate circumstances

What statutory declaration (stat dec) documents can be used:

- QLD statutory declaration form that is stamped and signed by the Justice of the Peace (JP) or a Commissioner for Declarations (Cdec)
- Commonwealth statutory declaration that is signed by an appropriate person as highlighted on page 2-3 of the document.

It may be a conflict of interest to request a buddy RN, family member or friend to witness a statutory declaration or complete a medical certificate (unless in the context of a paid consultation). Please avoid such requests and ensure all supporting documentation is completed/witnessed appropriately.

How do I name the supporting document files?

Please name document files using the following convention, where the date relates to the first date of the placement absence, or the date the fitness for placement (FFP) was obtained.

Date (in YYYY, MM, DD format), Type of document (Med cert / Stat Dec), Reason (Absence, FFP)

- 2021 04 03 Med Cert FFP
- 2021 06 03 Stat Dec Absence

Where do I upload the files?

Files are uploaded in the documents tab of Sonia or in the case of a clinical placement absence to the clinical placement timesheet. See How to submit a pre-requisite placement document

Important: ALL absences from clinical completion needs to have supporting documentation uploaded to the timesheet on Sonia; this includes partial days as well as full days missed. Students need to upload all appropriate documentation no later than seven (7) days after the end of placement.

Will these documents be checked?

Supporting documentation will be accessed by the CPC and checked to ensure they are valid documents that meet the criteria above. If the documents are not valid, you will be contacted by a staff member to remediate this matter.