
Everything you need to know about PEP
## Contents

- **Section 1. JCU Nursing and Midwifery Professional Experience Placement**
  - 1.2 Introduction
  - Preparing for Professional experience placement

- **Section 2. Professional Experience Placement Procedures**
  - 2.1 Organisation
  - 2.2 Professional experience placement supervision models
  - 2.3 Placement requirements
  - 2.4 Professional Experience Placement Uniform Requirements
  - 2.4 Professional experience Placement expression of interest
  - 2.5 Accommodation requests

- **Section 3. Professional Experience Placement**
  - 3.1 Professional Experience Placement briefing
  - 3.2 Student support during professional experience placement
  - 3.3 Absence from Professional experience placement
  - 3.4 Workplace injury or accident guidelines
  - 3.5 Professional Experience Placement and Student Responsibilities
  - 3.6 Supported Learning Plan and Clinical Review
Professional experience placement (PEP) is an integral component of the Bachelor of Nursing Science & Bachelor of Nursing Science/Bachelor of Midwifery program, to meet the Australian Health Practitioner Registration Agency (AHPRA) requirements for registration as a nurse or midwife. Professional experience placement aims to integrate theoretical knowledge with clinical experiences. Professional experience placement is designed to develop a beginning nurse or midwife who is:

- able to provide safe, competent evidence based and person centered care;
- able to translate sound decision making into clinical judgment; and
- a consciously interactive and reflective professional.

Therefore, Bachelor of Nursing Science (BNSc) students must have knowledge and clinical experience across a range of health settings, including but not limited to acute medical/surgical, aged care, community, mental health, and rural or remote locations. Bachelor of Nursing Science –Bachelor of Midwifery (BNSc-BMid) students must have knowledge and clinical experience of antenatal, postnatal, intrapartum, and neonatal care provision within the primary, tertiary, community, rural, and remote sectors.

Preparing for Professional Experience Placement

Apart from first year study period 1, Professional experience placement (PEP) is a compulsory component of clinical practice subjects. Professional experience placement prepares you for professional registration and supports you to be ‘work ready’ on graduation.

As per JCU Enrolment Policy – Coursework Students; students may be required to undertake professional experience placements away from the campus at which they are enrolled, at their own expense. As a JCU professional experience student it is your responsibility to ensure all pre-placement requirements are met. Please visit the Professional Experience Placement website to access comprehensive details, checklists, policy and forms, and follow the link to the preparation checklist to access specific to Nursing and Midwifery requirements information.

The Professional Placement Unit uses a paperless system therefore all pre-placement requirement (PPR) documents (except Blue Card applications) must be scanned and emailed to dthmplacements@jcu.edu.au

Professional Experience Placement Contacts

Elspeth Hillman - Lecturer/Academic Lead – Professional Practice
Tel: 07 42321466
Clinical Mobile: 0408 740 173
Elspeth.Hillman@jcu.edu.au

Belinda Tuckett
Clinical Placement Officer
Townsville Campus
Tel: 4781 4697

For all pre-placement enquiries, email dthmplacements@jcu.edu.au

For all placement related enquiries, email nursingclinical@jcu.edu.au
Professional experience placements (PEP) are selected according to the clinical experience availability and their suitability to meet the subject learning objectives. Students must be aware PEP availability is finite and limited to designated PEP timeframes. To enable students to meet subject requirements PEP is arranged wherever an appropriate experience is available. For equity to all students must expect to undertake up to 50% of allocated placement in an area outside of their main campus. Please note the following extract from JCU’s Enrolment Policy- Coursework Students enrolment:

Professional Experience

"Where a course includes prescribed PEPs, students may be required to undertake such placements away from the campus at which they are enrolled at their own expense."

The BNSc program has 880 PEP hours. The BNSc-BMid program includes the 880 nursing PEP hours and 880 midwifery PEP hours totalling 1760 PEP hours. Students enrolled in BNSc-BMid program must also attend Continuity of Care experiences (CCE) for which additional hours are required. Please review the 2019 Year Planner for each course under the Calendar tab.

All undergraduate students who undertake a course that includes prescribed PEPs must be aware of the Professional Experience Procedures for students within the Division of Tropical Health and Medicine (Version 1.7, July 2017), an extract from Procedures 5.1. Student Procedures and responsibilities section is printed below.

5.1.2.1 “Students must actively participate in the management of their Professional Experience Placement by notifying the Discipline Placement Coordinator of any existing special circumstances requiring consideration prior to Professional Experience Placement allocation. This includes, but is not limited to, health and disability issues.

5.1.2.2 Students must be prepared to attend Professional Experience Placement when required. Circumstances which are a normal part of life will not be considered as reasons for not attending Professional Experience Placement. Such circumstances include, but are not limited to:
- travel, transportation and accommodation requirements;
- student work or other business commitments;
- being a parent, except in the circumstances outlined in Section 5.1.16 below;
- weddings and other celebratory events;
- sporting commitments except for University approved elite sporting programs;
- holidays, family commitments including non-urgent appointments; and
- exemptions to study or prepare for assessment or examinations.

5.1.2.3 Students must notify their Discipline Placement Coordinator of any specific circumstances that may impact or influence their Professional Experience Placement allocation. Special consideration for Professional Experience Placement allocation will be given only in the following circumstances:
- students with a disability access plan from AccessAbility Services;
- students who are registered carers for a sick or disabled dependent child or relative, with the relevant documented evidence;
- students with a major health problem requiring frequent and specialised treatment which is only available at certain locations, with the relevant documented evidence; and
- other highly extenuating medical, compassionate or special circumstances.”

Professional experience placement is an essential component of students’ education and prepares students for registration by providing students opportunities to assume their professional responsibilities of a registered nurse/or registered midwife. For this reason activities such as employment, athletic endeavours, holidays, family commitments including non-urgent appointments, and Army Reserve experience, although important cannot take priority over the student’s PEP learning. PEP is also a priority over personal celebrations such as birthdays and weddings.
# 2019 Course PEP overview for Bachelor of Nursing Science Students

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Study Period</th>
<th>Subject</th>
<th>PEP Hours</th>
<th>Clinical focus</th>
<th>Possible clinical area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level One</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP2</td>
<td>NS1882</td>
<td>80</td>
<td>Challenges to a person’s health status</td>
<td>Acute or residential care facility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Over 2 week block</td>
<td></td>
</tr>
<tr>
<td>Level Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP1</td>
<td>NS2881 NS2022</td>
<td>120</td>
<td>Caring for a person experiencing an acute or chronic health challenges</td>
<td>Acute – subacute Medical/surgical area General Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Over 3 week block</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP2</td>
<td>NS2882 NS2214</td>
<td>120</td>
<td>Caring for a person experiencing an acute or chronic health challenge</td>
<td>Acute – subacute Medical/surgical area General Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Over 3 week block</td>
<td></td>
</tr>
<tr>
<td>Level Three</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP1</td>
<td>NS3360</td>
<td>240</td>
<td>Providing primary health care in a community setting</td>
<td>Community Health Setting Mental Health Setting Acute/Subacute Care Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 week blocks x 3 Students undertake 10 days in a community settings,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 days in a mental health setting 10 days acute or long term health facility.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caring for people experiencing an mental health event</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caring for an older adult experiencing a challenge to their health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP1</td>
<td>NS3361 Mental health major students only</td>
<td>240</td>
<td>Mental health Setting Over 4 week block</td>
<td>Mental health setting Acute/Subacute care setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Acute Physiological nursing with a Focus on the older adult Setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caring for people experiencing an mental health challenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caring for an older adult experiencing a challenge to their health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP2</td>
<td>NS3226</td>
<td>240</td>
<td>Caring for the person experiencing an acute health event</td>
<td>Acute care area</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Over 6 week block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP2</td>
<td>NS3227 Mental health major students only</td>
<td>240</td>
<td>Caring for the person experiencing an mental health challenge</td>
<td>Acute – subacute mental health areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Over 6 week block</td>
<td></td>
</tr>
</tbody>
</table>

## Course PEP overview for Bachelor of Nursing Science/ Bachelor of Midwifery students

<table>
<thead>
<tr>
<th>Year Level Study Period</th>
<th>Subject</th>
<th>PEP Hours</th>
<th>Clinical focus</th>
<th>Possible area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One</strong>&lt;br&gt;SP2</td>
<td>NS1882</td>
<td>80</td>
<td>Challenges to a person’s health status</td>
<td>Acute care facility</td>
</tr>
<tr>
<td></td>
<td>NS1003</td>
<td>80</td>
<td>Antenatal/post-natal care of the pregnant woman</td>
<td>Ante/post-natal area</td>
</tr>
<tr>
<td><strong>Level Two</strong>&lt;br&gt;SP1</td>
<td>NS 2881</td>
<td>120</td>
<td>Caring for a person experiencing an acute health event</td>
<td>Medical/surgical ward area</td>
</tr>
<tr>
<td></td>
<td>NS 2221</td>
<td>80</td>
<td>Care of the woman during the intrapartum period</td>
<td>Birth centre/suite</td>
</tr>
<tr>
<td><strong>Level Two</strong>&lt;br&gt;SP2</td>
<td>NS2882</td>
<td>120</td>
<td>Caring for the person experiencing an acute health challenge</td>
<td>Medical/surgical ward area</td>
</tr>
<tr>
<td></td>
<td>NS 2003</td>
<td>80</td>
<td>Care of the woman experiencing a challenge during the pregnancy continuum</td>
<td>Maternity setting</td>
</tr>
<tr>
<td><strong>Level Three</strong>&lt;br&gt;SP1</td>
<td>NS3362</td>
<td>160</td>
<td>Caring for people experiencing a mental health event</td>
<td>Mental Health Setting Acute/Aged Care Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Caring for an older adult experiencing a challenge to their health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS3003</td>
<td>160</td>
<td>Care of the woman experiencing an at risk event during her pregnancy</td>
<td>Maternity setting</td>
</tr>
<tr>
<td><strong>Level Three</strong>&lt;br&gt;SP2</td>
<td>NS3226</td>
<td>240</td>
<td>Caring for the person experiencing an acute health event</td>
<td>Acute care area</td>
</tr>
<tr>
<td><strong>Level Four</strong>&lt;br&gt;SP1</td>
<td>NS4004</td>
<td>240</td>
<td>Care for a pregnant woman with a complex health issue</td>
<td>Maternity setting Neonatal unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Care of an ill neonate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS4003</td>
<td>80</td>
<td>Providing care in a rural or remote area</td>
<td>Rural/remote area</td>
</tr>
<tr>
<td></td>
<td>NS4320</td>
<td>80</td>
<td>Providing primary health care in a community setting</td>
<td>Community area</td>
</tr>
<tr>
<td><strong>Level Four</strong>&lt;br&gt;SP2</td>
<td>NS4340</td>
<td>80</td>
<td>Providing person centered health care in an acute setting</td>
<td>Acute nursing area</td>
</tr>
<tr>
<td></td>
<td>NS 4008</td>
<td>240</td>
<td>Providing woman centered midwifery care</td>
<td>Maternity area</td>
</tr>
</tbody>
</table>

Professional experience placements days and times vary depending on the clinical environment and PEP level. Professional experience placement times are based on shifts rostered to permanent staff. These may include but not be limited to early or morning shifts, afternoon/evening shifts, and night shifts. Start and finish times for shifts vary from area to area. Therefore, students must confirm shift times with their clinical facilitator/preceptor/ or clinical partner to avoid confusion. Each of the levels; one, two, three, and four correspond to the courses respective year. As nursing and midwifery care occurs across a seven day roster, nursing and midwifery students must be prepared to attend any shift rostered during PEP. From first year, BNSc and BNSc-BMid students may be required to attend on weekends and be rostered across all shifts, therefore, students must expect to work a seven day roster across all shifts. All PEP days are a minimum of eight hours, excluding meal breaks which are half an hour.
Rosters and shifts

As part of your professional responsibility you are required to ensure that you:

- know your shift times
- attend all rostered shifts
- attend for the entire allocated shift
- are well rested before each shift.

Failure to do this is unprofessional practice and this means that you would fail to meet this competency. For example, it is not acceptable to:

- go from a paid shift to a PEP shift or vice versa
- work all night on an assignment and then go to an early shift (Please see Appendix A)

Students are expected to attend the shifts as allocated by the facility. Students are not to renegotiate their shift hours whilst on PEP unless discussed with Academic Lead – Professional Placement prior to PEP.

NB: Students are required to regularly check the PEP Information on LearnJCU, The PEP assessment folder in the subject site on LearnJCU, and Inplace for updated Clinical Facility information.

2.2 PROFESSIONAL EXPERIENCE PLACEMENT SUPERVISION MODELS

JCU Nursing and Midwifery and our Clinical Partners utilise various PEP supervision models for students. Generally, level one and two PEP utilises the Clinical Facilitator model where a facilitator works in a supernumerary capacity, with a specific group of students in a clinical setting. For level three placements a preceptorship model is employed. This involves a registered nurse or midwife providing on-site individual clinical supervision on a 1:1 basis during PEP.

For BNSc-BMid where four or more students are placed a facilitator will be available. However, it is common for one or two students to be placed in a clinical area, in these circumstances a preceptorship model is utilised.

All year levels of BNsc and BNSc-BMid students undertaking placement with the Townsville Hospital and Health Service District will be allocated to a designated ‘clinical partner’ registered nurse or midwife providing individual clinical supervision during their PEP.

2.3 PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

The College of Health Care Sciences has binding agreements with all facilities and organisations providing PEP. In accordance with these contracts and other legal obligations students must complete the mandatory pre-placement requirements (PPR) to be eligible for PEP allocation. As a JCU professional experience placement student it is your responsibility to ensure all pre-placement requirements are met. If PPR are not met JCU Nursing and Midwifery will be unable to offer you a PEP, therefore you will not meet the subject’s learning outcomes.

Please ensure you have all hard copies of completed MANDATORY PEP documents within your Professional Experience Placement Document folder with you during your PEP. Facility staff will ask to review these documents. It is your responsibility to produce these when requested. If you are unable to do so; your PEP will be suspended until you are able to do so.

Students PEP identification badges are issued to you via the clinical office only after all mandatory PEP requirements are completed.

Subject specific requirements which must be passed prior to PEP are found within the respective subject outlines.

Professional Experience Procedures for students within the Division of Tropical Health and Medicine

Mandatory Pre Placement Requirements – Nursing and midwifery students without all PEP mandatory requirements completed are unable to attend PEP.

Professional Experience Placement Procedures for students within the Division of Tropical Health and Medicine

Professional Experience Placement mandatory requirements, guidelines and checklists

2.4 PROFESSIONAL EXPERIENCE PLACEMENT UNIFORM REQUIREMENTS

The JCU nursing and midwifery uniform must be worn on PEP. The uniform has been designed for comfort, safety and health promotion. The chosen uniform is the only type which students are permitted to wear. Non-adherence to uniform requirements may lead to an unsatisfactory (U) grade for PEP.

Students presenting without being professionally attired in the correct JCU uniform will be required to rectify their uniform before being allowed admission to the facility.
IDENTIFICATION

JCU PEP identification badge (not your JCU student identification badge) with year level badge visible worn on uniform. ID badges, including the photograph, must not have any stickers added or be modified in any way. These are issued to level one students prior to PEP. All clinical badges have an expiry date. Once expired, advise the Clinical Placement Officer who will arrange a replacement at no cost. If the clinical badge is lost, a replacement is at a cost to the student.

FEMALE UNIFORM

The female uniform consists of:

- JCU approved navy tailored cargo full length trousers (not hipster style).
- JCU approved polo shirt
  - ‘Nursing’ on sleeve for BNSc
  - ‘Nursing Midwifery’ on sleeve for BNSc/BMid

OR

- JCU approved navy Culottes
- If stockings are worn, these must be navy or neutral in colour
- No coloured socks; only navy, black or white ankle socks are permitted
- No jackets or cardigans in clinical areas

MALE UNIFORM

The male uniform consists of:

- JCU approved navy tailored cargo full length trousers (not hipster style).

OR

- JCU approved navy tailored straight leg or cargo style loose fitting shorts to knee length
- JCU approved polo shirt
  - ‘Nursing’ on sleeve for BNSc
  - ‘Nursing Midwifery’ on sleeve for BNSc/BMid
- No coloured socks; only navy, black or white knee high or ankle socks are permitted
- No jackets or cardigans in clinical labs
FOOTWEAR
Navy or black shoes that are **fully closed-in and impermeable to sharp objects and fluids** must be worn at ALL times. Footwear must have a non-slip sole and heels that are in good condition. Footwear must be fastened or buckled as appropriate at all times.

The following shoe types are not acceptable and are not permitted to be worn in any setting while wearing the uniform:
- Boots, ballet style slippers, sandals, backless, scuffs, stiletto, strap style shoes, thongs and clogs, material sports shoes, fashion slip on shoes, ‘Crocs’ or material ‘Sketchers’.

Wearing inappropriate footwear could place you at risk of injury through crushing, sharps, slips or falls, and potential exposure to chemicals or body fluids.

WATCHES
A nurse’s watch is required – a **wrist watch is not acceptable**.

HAIR
- Hair must be neat, tidy and clean.
- Long hair is to be held back AND must **not be worn below the collar** of the uniform shirt.
- No ribbons, bows, or glitter is permitted
- Facial hair must be clean and neatly trimmed.

JEWELLERY
- A maximum of two small stud earrings in each ear is permitted; no other visible piercing. Sleepers are not permitted unless they sit flat on the lobe of the ear.
- Medical identification necklaces are permitted and preferred, the chain must be long enough to ensure the medallion can be hidden under the shirt. While medical identification bracelets are permitted they must not interfere with undertaking hand hygiene.
- No jewellery is allowed on arms/hands except one flat plain metal band ring with no stones.
- No other visible jewellery of any sort is permitted including any other facial or body piercings.

HAND HYGIENE
Fingernails must be clean, short (< 3mm) with nothing adhered to the nail (no nail polish, acrylic nails, gel tips or artificial nails of any type).

TATTOOS
Any visible tattoos must not be considered offensive or promote antisocial behaviour.

PERSONAL HYGIENE
Students must maintain personal hygiene for the comfort of others. Perfumes and colognes must be kept to a minimum to avoid triggering allergic reactions in susceptible people.

MENTAL HEALTH PROFESSIONAL EXPERIENCE PLACEMENT
If students are not required to wear JCU uniform during mental health placement, the following dress requirements apply:

**FEMALE**
- Dress or skirt, culottes or tailored slacks with waist length collared T-shirts or blouse. No denim is allowed.

**MALE**
- Tailored shorts or trousers with collared T-shirts or shirts. No denim is allowed.

**JEWELLERY**
Jewellery and hair as per uniform specifications. Identification badges with level identifier must be worn and visible at all times.

**SHOES**
Closed in shoes, as per uniform guidelines are compulsory; boots are not appropriate.
No student, male or female, is permitted to wear T-shirts with slogans or clothing deemed inappropriate by the facilitator while on mental health placements.

**CONTINUITY OF CARE EXPERIENCES (BNSc-BMID)**
Continuity of Care experiences for BNSc-BMid students
Students enrolled in the BNSc-BMid are able to wear a JCU polo shirt with navy pants with their clinical ID badge while attending Continuity of Care experience appointments.

### 2.4 PROFESSIONAL EXPERIENCE PLACEMENT ALLOCATION AND PREFERENCE SELECTION

**InPlace** is JCU's placement management system through which all student PEPs are managed. The placement team use InPlace to:
- allocate students PEP
- notify students of PEP allocation
- co-ordinate and manage other PEP-related processes.

You can use InPlace to:
- Review the status of your PPRs
- check your PEP allocation, including the dates
- see your PEP history

InPlace uses the contact details you add to the JCU student information system. Keep these current so the PEP Unit can easily contact you about your PEP.
The PEP team only sends PEP advice to your JCU email address. Please check your email regularly for PEP communication.

Prior to accessing InPlace to submit either a facility or block preference, students must have all their mandatory PPR registered as complete via InPlace.

Please remember to access InPlace, your enrolment must remain current. Students are required to check this information on a regular basis as preference dates open will be advised via LearnJCU announcements.

Students also may submit a preference for a particular region or date from the published list by logging onto InPlace and submit preferences electronically. Efforts are made by the PEP team to accommodate your preference requests, however this cannot be guaranteed. Previous placements (in-town, out-of-town, medical, surgical, or community) are reviewed and considered when allocating each student’s PEP to ensure equitable and educationally sound experiences.

Specific facility requests are to be emailed to nursingclinical@jcu.edu.au.

The PEP team use preferences requests as a guide when allocating students’ PEP. For any exceptions or extenuating circumstances considerations, please make an appointment to discuss these with Academic Lead: Professional Placement.

Supporting medical or other documentation needs to be submitted to the Academic Lead: Professional Practice. Family and/or work commitments do not constitute sufficient grounds for a request.

*Under no circumstances are students to approach facility staff to organise their own PEP. All PEP is overseen by Academic Lead Professional Practice.*

**NB:** Students are advised not to make travel arrangements for after the exam period due to the possibility of participating in PEP.

All decisions relating to PEP are based on individual student circumstances and the philosophy/policy of equity.

**Pregnancy & Professional Experience Placement**
If you intend to enrol in a subject which contains PEP while you are pregnant, it is important that the PEP Unit is advised as soon as possible.
The PEP team is responsible for ensuring you are not placed at a venue or unit which might put you or your baby’s health at risk, for example, at a PEP on oncology or radiology units.
If your pregnancy is confirmed while you are on placement, and you have concerns regarding the location, please contact your PEP facilitator/coach or the Academic Lead: Professional Practice as a matter of urgency.
You should be aware that, due to associated risks, many venues have the right to determine whether or not they will accept
pregnant students on PEP. Please contact the PEP team for advice.

Professional Experience Placement Variation Requests
Your PEP will be advised via JCU InPlace Student Placement Management System.
JCU Nursing and Midwifery is committed to providing you with support for your period of study. Your PEP is allocated based on your enrolment, your completion of all PPR, takes into consideration your home address, and PEP history.

Once your PEP is allocated it is not possible to move into another block unless you have unforeseen or exceptional circumstances. Variations to your PEP allocation will only be considered in the following circumstances:

- If you have a AccessAbility Plan
- If you are the registered carer for a sick or disabled dependent child or relative, accompanied by documented evidence
- You have a major health problem requiring frequent and specialised treatment which is only available at certain locations, accompanied by documented evidence
- For other highly extenuating medical, compassionate or special circumstances outside of your control, and where there was no opportunity to plan ahead.

Requests for Variation to PEP will not be considered in the following circumstances:

- Travel, transportation and accommodation requirements, except where issues are relevant to the circumstances listed above
- Student work or other business commitments
- Being a parent, except in the circumstances outlined above
- Weddings and other celebratory events
- Extra-curricular activities such as clubs
- Requests to be re-allocated to placement sites previously allocated but not attended or where the student withdrew from the placement.

If you have unforeseen or exceptional circumstances meeting these criteria you can request a Variation to PEP by emailing nursingclinical@jcu.edu.au. Supporting information and documentation must be emailed to nursingclinical@jcu.edu.au no later than 3 working days following your PEP allocation notification. Please ensure you follow the email protocol and include in the Subject Line: your Family name, First Name, Student ID, Subject code followed by Variation to PEP Request.

If your Request for Variation to Placement is accepted and an alternative placement is available it will be offered to you. If there is no alternative immediately available you will be offered a PEP at the next available PEP opportunity.

Students are unable to swap PEPs.

Conflict of Interest
Students must declare any pre-existing relationships with a placement facility where the relationship may affect the student’s PEP performance and/or assessment. This allows the Academic Lead: Professional Practice to plan students’ PEP to minimise this relationship’s effect on the student’s learning experience, performance, or assessment.

In the interest of providing students with educationally valuable and professional clinical opportunities, students will not be permitted to undertake PEP within their specific work area. Students must advise nursingclinical@jcu.edu.au if a close family member works in an area, or the student works, or has been an inpatient where a student’s could be allocated for their PEP. Please review and complete Appendix B and submit form.

2.5 ACCOMMODATION REQUESTS

While some facilities offer accommodation in some rural or remote centres; students need to cover their PEP accommodation expenses. It is difficult to estimate this cost. However, we suggest students’ budget approximately $2,000.00 per PEP. To request accommodation:

- Email nursingclinical@jcu.edu.au requesting information regarding accommodation at a specific facility from the PEP team
- The Clinical Placement Officer will notify you by email if accommodation is available.

You may be required to provide proof of identification on arrival, where accommodation is arranged by the PEP team. Some facilities ask for an upfront payment or a deposit on their accommodation.

Demand for facilities to provide accommodation is high. Late requests could mean that accommodation is unavailable.
STUDENT ACCOUNTABILITY DURING OUT-OF-TOWN PEP

Students are expected to understand and abide by the host agency’s accommodation. If there is any disruptive or destructive behaviour at any out-of-town agency’s accommodation:

- The student(s) concerned will be required to compensate the agency for any property damage.
- No future accommodation will be organised for such students by the College and the student will, therefore, be responsible for arranging and paying for any out-of-town accommodation necessary to complete the clinical requirements of the course.
- Further disciplinary action may be instigated (please refer to 5.1.3 During Placement section of the Professional Experience Placement Procedures for students within the Division of Tropical Health and Medicine and Student Conduct Policy at https://www.jcu.edu.au/policy/student-services/student-code-of-conduct

Section 3. Professional Experience Placement

Professional Experience Placement is an integral component of the BNSc (internal and external) program and the BNSc-BMid program to meet the AHPRA requirements for registration as a registered nurse and/or midwife. The aim of PEP is to integrate theoretical knowledge into practical clinical experiences. PEP has been designed to develop a beginning registered nurse and/or registered midwife who:

- is able to deliver safe, competent nursing and/or midwifery care;
- is able to apply decision making and clinical judgment;
- is a consciously interactive, reflective nurse/midwife.

Therefore, each PEP assessment requirements are reflective of the clinical nursing subject PEP learning outcomes which are outlined within the relevant subject outlines. Your clinical facilitator/preceptor or clinical partner is responsible for coordinating your PEP learning experiences and your assessments. You will need to take with you on your PEP:

1. Subject outline
2. Professional Experience Placement Assessment Tool (JCU 2019 ANSAT form and timesheet or JCU 2019 AMSAT form and timesheet), downloaded via PEP assessment folder within subject LearnJCU site via the Assessment tab; and any other subject specific assessment requirements

To achieve a PEP satisfactory result, students must satisfactorily complete all PEP components.

Please ensure you have all hard copies of completed MANDATORY PEP documents within your Professional Experience Placement Document folder with you during your PEP. Facility staff will ask to review these documents. It is your responsibility to produce these when requested.

Clinical Reconnect: Preparation for PEP for students with more than 12 months since last PEP.

Students with more than 12 months since previous PEP are required to contact the clinical subject coordinator during week 1 of the semester. Students are required to demonstrate they have the necessary knowledge and skills to be allocated a PEP. If a student is unable to demonstrate the necessary knowledge or skills required for PEP, they may be required to complete additional learning activities to assist development of the required knowledge and skills prior to being permitted to attend PEP. The learning activities will be formally assessed and following the completion of the additional learning activities the student demonstrates a satisfactory standard, the Academic Lead: Professional Practice will arrange a PEP.

If a student is unable to demonstrate the necessary knowledge and skills following the completion of the recommended additional learning activities, the student will not be permitted to attend PEP.

PROFESSIONAL EXPERIENCE PLACEMENT CLINICAL SKILLS

An important aspect of nursing at any stage of your career is only performing clinical skills within your scope of practice. Scope of practice can be defined as a skill or procedure for which you have the appropriate knowledge, psychomotor skills, and permission to perform. Generally, a skill or procedure is within your scope of practice once you have received the theory and practice opportunities within professional experience workshops prior to performing the skill on PEP. Students are required to be familiar with each PEP practice level requirements. Overviews of clinical interventions are found within the subject outline. It is expected that students will have a hard copy of the subject outline with you whilst on PEP.
The Nursing and Midwifery Board of Australia approves codes and guidelines to provide guidance to the professions. These documents help to clarify the NMBA views and expectations on:

- Decision making framework for nurses and midwives
- Professional practice guidelines
- Mandatory reporting

These codes and standards detail clinical skills as well as appropriate behaviour that encompass:

- respect for people
- adherence to the law and system of government
- personal integrity
- personal responsibility
- diligence
- privacy and confidentiality
- economy and efficiency

All students are required to be familiar with these codes and standards, understand how to implement them in their work, and to apply these during placements.

Documents available from the Nursing and Midwifery Board of Australia website include the following:

- NMBA Registered Nurse standards for practice (2016)
- NMBA Code of conduct for nurses (2018)
- NMBA Code of conduct for midwives (2018)

From 1 March 2018, the International Council of Nurses Code of ethics for nurses is in effect for all nurses in Australia and the International Confederation of Midwives Code of ethics for midwives is in effect for all midwives in Australia. These documents replace the NMBA Code of ethics for nurses - August 2008 and the NMBA Code of ethics for midwives - August 2008.

Your professional behaviour is evaluated through demonstration of achieving the NMBA Registered nurse standards for practice (2016) (nursing PEP) or NMBA Midwifery competency standards (midwifery PEP) according to subject learning outcomes, details of which can be found in the subject outline.

It is essential you are cognisant of the AHPRA social media policy (2014) please read, ensure you understand, and adhere to this policy. While this policy specifically discusses clinical applications for health professional; this policy extends to all aspects of the course including academic, clinical, and administration staff, facilitators, preceptors; and other students. Any breach is considered serious and warrants investigation by the course coordinator. Please read the social media policy in conjunction with the NMBA Code of Conduct for Nurses or NMBA Code of conduct for midwives in Australia * (effective from March, 2018).

### 3.1 PROFESSIONAL EXPERIENCE PLACEMENT BRIEFING

It is MANDATORY all students attend PEP briefing sessions. Non-attendance at these PEP Briefing may make you ineligible for PEP. It is the student’s responsibility to contact the Subject Coordinator to make alternative arrangements.

### 3.2 STUDENT SUPPORT DURING PROFESSIONAL EXPERIENCE PLACEMENT

Whilst on PEP JCU is able to offer student support through:

1. A clinical facilitator, clinical partner, or clinical coach/preceptor attached to the PEP;
2. The relevant Subject Coordinator;
3. Academic Lead Professional Experience Placement, JCU. Contact mobile: 0408740173 Office: 42321466; Email: Elspeth.Hillman@jcu.edu.au
4. Health and Wellbeing Unit e.g.; Counselling services,
5. AccessAbility services, and Chaplaincy.
3.3 ABSENCE FROM PROFESSIONAL EXPERIENCE PLACEMENT

Students who miss PEP for whatever reason must inform the Facility as per the instructions during orientation, nursingclinical@jcu.edu.au and the subject coordinator as soon as possible. Please ensure you follow the email protocol and include in the Subject Line: your Family name, First Name, Student ID, Subject code followed by PEP absence. (Please See Appendix C Absence from PEP Flow Diagram and email template).

Students who miss any PEP day/s must provide evidence of illness or other extenuating circumstance (such as compassionate leave, sick family members or other catastrophic event). Evidence will be, for example, a medical certificate which is to be submitted within 48 hours.

**Illness or injury**

If you are unfit to attend your PEP you must inform your PEP facilitator, clinical partner, or coach and your nursingclinical@jcu.edu.au of your absence as soon as possible.

If your illness or injury is:

- One or two days, then you must provide nursingclinical@jcu.edu.au and your subject coordinator with a medical certificate (original).
- Three consecutive days or more, then you may require a fitness for practice certificate. Speak to the Academic Lead: Professional Practice if this applies to you.

It is part of professional behaviour to keep your PEP facilitator, clinical partner, or coach and nursingclinical@jcu.edu.au of any attendance issues. Unprofessional behaviour may lead to a formal warning and/or a clinical review. Any unforeseen or exceptional circumstances involving PEP are referred to Academic Lead: Professional Practice.

Unforeseen or exceptional circumstances are those which are beyond the student’s control or for which there was no opportunity to prepare in advance. Unforeseen or exceptional circumstances may include, but are not limited to, the following circumstances:

- illness of the student or a close relative;
- unanticipated personal circumstances of a compelling nature;
- unanticipated and significant work-related circumstances of a compelling nature; and
- sporting commitments for recognised elite athletes.

Discretionary activities or circumstances within the student's control, for example attendance at sporting events (with the exception of approved elite athletes with sporting commitments), holidays, family celebrations and other discretionary travel, and/or other foreseeable events will not normally constitute grounds for an absence from PEP. Supporting documentation for unforeseen or exceptional circumstances must be verifiable. If you will be absent from PEP due to exceptional circumstances:

- Inform your PEP Facilitator and your PEP venue of your absence as soon as possible.
- Contact the Academic Lead: Professional Practice as soon as practicable to discuss completion options. In some circumstances you may be required to withdraw from the placement.
- Provide you Academic Lead: Professional Practice with written evidence (for example, from a medical practitioner) in support of your claim.

**Elite athletes** need to advise Academic Lead: Professional Practice as soon as your status is confirmed so appropriate PEP arrangements can be accommodated. The University’s rules for provide further details, including the need to renew applications annually.

**Australian Defence Forces Personnel** expected to be deployed during the PEP period are to advise the Academic Lead: Professional Practice as soon as details are known. Wherever possible, alternative arrangements will be made for your PEP.

Any missed PEP hours must be made up as you need to attend for the required duration. Missed PEP hours may mean that you:

- cannot complete the placement requirements for the topic
- may not meet the course graduation requirements
- may not meet the Australian Health Practitioner Registration Agency (AHPRA) minimum requirements for registration.

Contact the Academic Lead: Professional Practice to discuss your options. With limited PEP opportunities available, it is not always possible to negotiate make-up shifts or PEP extension.

Students who have frequent absences or absence without supporting documentation throughout the program will be required to meet with the Academic Lead: Professional Experience and the relevant Subject Coordinator.

Students who miss PEP without appropriate supporting documentation will attract an unsatisfactory PEP grade.

3.4 WORKPLACE INJURY OR ACCIDENT GUIDELINES

Students are expected to maintain safe practice in the workplace, by using the ergonomic, infection prevention and control measures, and safety precautions taught in your course subjects, however, despite these precautions, occasionally accidents do occur. In the event of your sustaining an injury/accident within the clinical facility while performing PEP duties, students need to do the following:
- Notify your clinical facilitator/partner or preceptor immediately
- Follow the clinical facility’s workplace accident and injury policy
- Notify the Academic Lead: Professional Practice at JCU Nursing and Midwifery (email Elspeth.Hillman@jcu.edu.au)
- Provide a copy of the clinical facility’s workplace accident and injury documentation to nursingclinical@jcu.edu.au.

3.5 PROFESSIONAL EXPERIENCE PLACEMENT AND STUDENT RESPONSIBILITIES

Students will be asked to complete a Student Evaluation of PEP Learning Experience completion of PEP. This evaluation is confidential between students and the College of Healthcare Sciences. Your PEP feedback assist the Course Coordinators, Subject Coordinators, Academic Lead Professional Practice, and Facilities ensure PEP continues to be a positive learning experience for the student. However, if substantial relationship issues between the student and their clinical facilitator/preceptor(s) are interfering with the student’s ability to meet the subject learning outcomes and/or of the Course overall, the student is encouraged to discuss these firstly with their clinical facilitator/partner, or preceptor directly. If resolution is not obtained, the Subject Coordinator and Academic Lead Professional Practice are available to facilitate discussions at the student and/or the clinical facilitator/preceptor’s request. Students are encouraged to contact the Subject Coordinator or Academic Lead: Professional Practice on 42321466 or via email (Elspeth.Hillman@jcu.edu.au), at the earliest possible opportunity, for support, if they perceive that they have a problem with the clinical facilitator/partner, coach, or preceptor or the facility while they are on PEP.

3.6 SUPPORTED LEARNING PLAN AND CLINICAL REVIEW FOR UNDERPERFORMING STUDENTS

JCU Nursing and Midwifery is committed to person centred practice based on holistic professional nursing and midwifery models. It is the College of Health Science’s responsibility to ensure students’ practice is safe and professional whilst on PEP. It is therefore important to have a structured, objective system in place to manage any at risk, underperforming, unsafe or unprofessional behaviours arising while students participate in PEP.

It is important to remember students are undertaking BNSc or BNSc-BMid to learn and develop to be a registered nurse or registered midwife. Australian Nursing Standards Assessment Tool or Australian Midwifery Standard Assessment Tool items which reflect the NMBA Registered Nurses practice standards and Registered midwives competency standards are used to assess students during PEP. It is possible a student’s learning ability is developing slowly or their practice level is of concern to the clinical facilitator, partner, coach or registered nurse or midwife. This constitutes a student ‘at risk’ of failure due to underperformance.

Unsafe practice

A student who demonstrates unsafe clinical practices will immediately be withdrawn from the PEP venue. Unsafe professional experience is defined as:
- inadequate knowledge base to sustain safe practice
- inadequate performance of any skill, including communication
- unprofessional behaviour that places people at risk of physical harm, unreasonable emotional distress or neglect
- unlawful or unethical behaviour
- incorrect medication administration

The clinical facilitator, coach, partner, or RN or RM will notify the subject coordinator and Academic Lead: Professional Practice in writing of the circumstances requiring student’s withdrawal from PEP. Students may be able to return on a Supported Learning Plan once the matter has been discussed with the Subject Coordinator, Academic Lead: Professional Practice and the venue’s education staff.

Early indicators student not achieving a satisfactory standard on all ANSAT or AMSAT components

During the first week if specific issue/s are identified, these are discussed with the student. ANSAT or AMSAT formative assessment used form to guide this discussion and provide students with specific examples and standard student required to achieve. Clinical
A Supported Learning Plan (SLP) is the process whereby an underperforming student is notified in writing by the subject coordinator of the need to improve and strategies to assist the student achieve a satisfactory professional experience placement (PEP) grade.

The clinical facilitator, clinical coach or partner will:
1. Document the preceding events and their concerns using the ANSAT or AMSAT assessment criteria
2. Discuss with the student components of the ANSAT or AMSAT assessment tool they are performing at a satisfactory standard
3. Discuss with the student the area/s of concern on ANSAT or AMSAT assessment tool.
4. Counsel the student about the specific unacceptable behaviour(s).
5. Discuss appropriate behaviour and establish a clear expectation, modification of behaviour, and support available to assist the student to progress towards satisfactory practice for their year level.
6. Establish a time frame (generally 48 hours) the student is required to demonstrate an improvement and moving towards achieving a minimum 3 rating on ANSAT or AMSAT assessment tool.
7. Notify the subject coordinator and the Academic Lead: Professional Practice.
8. Set a time for a follow-up discussion with the student at the end of the time frame.

A SLP will be developed for a student who is unable to meet the ANSAT or AMSAT to the appropriate level. The student will be formally notified in writing by the subject coordinator of the SLP’s detail. The SLP format, duration, and learning objectives to be achieved will be determined by the subject coordinator in consultation with the clinical facilitator, clinical coach, or preceptor, and based on the student’s individual learning needs.

If the student achieves the SLP’s learning outcomes, the student will have successfully completed the SLP and the SLP is ‘redeemed’. However, if at any time during the remainder of that PEP the student is again identified as not meeting the subject and PEP learning outcomes and/or ANSAT practice standards or AMSAT competencies they will immediately enter the Clinical Review process.

Clinical Review

If the student does not achieve the learning outcomes and/or NMBA practice standards or competencies stated in the SLP, they will be notified of such in writing by the subject coordinator.

The student will then enter the Clinical Review process. The student’s performance will be assessed by a second facilitator during the student’s next available rostered PEP shift. The student will be formally notified, in writing, of this process by the subject coordinator. The format of Clinical Review and learning outcomes to be achieved will be determined by the subject coordinator, in consultation with the Clinical Facilitator, Clinical Coach, or Preceptor and student.

A copy of the notification will be provided to the student, Clinical Facilitator, Clinical Coach, and/or Preceptor.

If the student achieves the Clinical Review’s learning outcomes, the student will have successfully completed the SLP and the SLP is ‘redeemed’. However, the student will remain on a SLP until PEP completion. No alteration to the student’s progress will occur.

The subject coordinator will notify all parties associated with the Clinical Review of redemption.

If at any time during the remainder of that PEP the student is again identified as not meeting the subject learning objectives and/or the NMBA practice standards or competencies at the appropriate level, they will not be given any further opportunities to redeem the Clinical Review.

If, following the Clinical Review, the student’s performance is not at the level required, this will result in a U grade being recorded for the PEP. In this instance, the student will be immediately withdrawn from PEP.

The subject coordinator will notify all parties associated with the Clinical Review involved of the Clinical Review’s outcome.

Additional PEP learning experience

JCU Nursing and Midwifery reserves the right to require students who are unable to demonstrate the appropriate satisfactory standard to attend additional PEP learning experience. A student may be required to attend additional days of clinical learning experience if it is considered that the student’s performance is unable to be assessed by the scheduled evaluation.

An example it may be necessary for a student to attend additional PEP days is when a student’s performance at or before the time of assessment on clinical indicates the student is at risk of failing, however, the student has demonstrated enough improvement to indicate potential for success. In the event a student is required to attend additional PEP learning experiences, they will be placed on a Clinical Review.

Normally, the maximum additional PEP learning experience which can be awarded to any student is 50% of the PEP duration.
# Professional Experience Placement Handbook (2019)

Professional Experience Procedures for students within the Division of Tropical Health and Medicine

<table>
<thead>
<tr>
<th>Professional Experience Placement Procedures for students within the Division of Tropical Health and Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory PEP requirements</strong> - Students without all placement requirements are unable to attend PEP.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL PRESENTATION REQUIREMENTS</strong> - Students not adhering to these requirements may not be allowed into the facility until they comply with the standards.</td>
</tr>
<tr>
<td><strong>STUDENT ACCOUNTABILITY</strong> - Please familiarise yourself with and under take your clinical skills practice in accordance with the NMBA’s <em>National framework for the development of decision-making tools for nursing and midwifery practice</em> - September 2007 - <em>rebranded from July 2013.</em></td>
</tr>
<tr>
<td><strong>Facility specific placement information</strong> - Via InPlace</td>
</tr>
<tr>
<td><strong>ABSENCE FROM PROFESSIONAL EXPERIENCE PLACEMENT AND MAKEUP</strong> - Students who miss placement, regardless of the reason, must inform BOTH the Clinical Office and the Facility/Facilitator as soon as possible and before the start of the placement shift.</td>
</tr>
<tr>
<td><strong>UNSATISFACTORY GRADE FOR PROFESSIONAL EXPERIENCE PLACEMENT</strong> - Professional experience placement assessment tools MUST be submitted online as per subject outline no later than 14 days following completion of PEP.</td>
</tr>
<tr>
<td><strong>PROTOCOL FOR STUDENTS WHO HAVE A PROBLEM WITHIN THE FACILITY</strong> - Professional experience placement assessment tools must be submitted online as per subject outline no later than 14 days following completion of PEP.</td>
</tr>
<tr>
<td><strong>SUBMISSION OF PROFESSIONAL EXPERIENCE PLACEMENT ASSESSMENTS TOOLS</strong> - Students without all placement requirements are unable to attend PEP.</td>
</tr>
<tr>
<td><strong>How to submit</strong> - The deadline for uploading your PEP assessment documentation to the PEP assessment dropbox is 2400 hrs 14 days after your final PEP shift.</td>
</tr>
<tr>
<td><strong>Late submission</strong> - PEP assessment documentation is treated the same as a late assignment. Penalties apply for PEP assessment documentation submitted late. This can include being awarded an unsatisfactory grade for PEP or the subject.</td>
</tr>
<tr>
<td><strong>A delay in the return of these documents will result in you being awarded a Result Withheld (RW) grade for subject</strong></td>
</tr>
</tbody>
</table>

For all pre-placement enquiries, email dhmplacements@jcu.edu.au

For all placement related enquiries, email nursingclinical@jcu.edu.au
APPENDICES
JCU Nursing and Midwifery Students and Paid Employment during PEP Allocation Appendix A

INTRODUCTION
James Cook University Nursing and Midwifery (JCU N&M) is committed to nursing and midwifery students and those for whom they care and work during their professional experience placement (PEP). JCU N&M seeks to advise nursing and midwifery students of risks associated with continuing in paid employment whilst on PEP. Professional experience placements are a full-time commitment and are an important component of nursing and midwifery students’ clinical and professional development.

INTENT
To develop a process to ensure nursing and midwifery students are aware of the Work Health & Safety (WH&S) considerations when undertaking in paid employment during their PEP.

Present Problem: Students are putting those for whom they care and themselves at risk by undertaking paid or volunteer employment in addition to their PEP hours. Working whilst on PEP results in fatigue and impairs the nursing or midwifery student’s judgement leading to increased clinical risk for the person the student is providing care, self-injury for the student, and additional supervision requirements for clinical staff. JCU N&M seeks to minimise all stakeholders’ risks.

PROCESS
1. **WH&S**: It is expected JCU nursing and midwifery students will not undertake paid or volunteer employment whilst on PEP as it poses an occupational and safety risk. Working whilst on PEP results in fatigue and impairs the student’s judgement and can lead to increased clinical risk for the person to whom the student is providing care, self-injury for the student, and additional supervision requirements for clinical staff.

2. **Student agreement**: JCU nursing and midwifery students sign a JCU DTHM student placement agreement and by doing so agree not to work in paid or volunteer employment whilst undertaking their PEP.

3. **Communication**: If a student has circumstances requiring they work they should advise the Academic Lead: Professional Practice during week 1 of the study period. The student will be referred to the Subject Coordinator and Year Level Advisor and provided advice regarding academic progress implications associated with re-enrolling in the subject.

4. **Work Commitments**: Students enrol in clinical units at the beginning of semester. When enrolling in a clinical unit students are agreeing to be available for a clinical placement. It is expected that if students are given at least 6 weeks’ notice of their PEP allocation students will be available to attend. Students should inform their employer of impending placement requirements before enrolling to ensure they can be absent from the workplace to undertake their PEP. Students should inform their employer that they are not to be rostered for paid employment during their PEP period.

5. **Financial Resources**: The Academic Lead Professional Practice advises nursing and midwifery to seek available scholarships to assist with associated PEP costs. Professional experience placements and the associated costs remain nursing and midwifery students’ responsibility.
   - Students are aware when they accept the offer of enrolment in the BNSc and the BNSc-BMid of the PEP requirement associated with each course.
   - Students are advised to seek JCU Student Support services if they are experiencing financial difficulties.

6. **Non Compliance**: If a student is found to be in paid or voluntary employment whilst on PEP the student will be counselled by their subject coordinator of the dangers to themselves and others.

7. **Risk minimisation**: If the student continues to work and it is judged by the Clinical Facilitator, Clinical Coach, or Nurse Unit Manager, and Subject Coordinator to be affecting their safety, performance, or posing a clinical risk to people or the organisation, they will be strongly advised to discontinue paid or voluntary employment. A student unable to heed advice may be removed from PEP. Removing the student from PEP is to minimise the risk of harm to people to whom the student is providing care, the student, the organisation, and James Cook University. Removal of a student from PEP will result in an Unsatisfactory (U) grade being awarded for PEP.

8. **Appeals process**: The student may at any time seek advice if they believe they have grounds to appeal a decision. The Head Nursing and Midwifery will advise the student of the outcome.
ESSENTIAL SUPPORTING INFORMATION

Internal
Health, Safety and Environment Policy
JCU Code of Conduct

External
QHealth Fatigue Management Policy
James Cook University Nursing and Midwifery Appendix B

Professional Experience Placement – Conflict of Interest Form

Students must declare any pre-existing relationships with a placement facility where the relationship may affect the student’s PEP performance and/or assessment. The purpose of this form is to allow the Academic Lead: Professional Practice to plan students’ PEP to minimise this relationship’s potential effect on the student’s learning experience, performance, or assessment.

Surname: ___________________________  First Name/s: ___________________________

STUDENT ID: ________________________  Contact number: ________________________

JCU Email: __________________________

I have been/will be potentially allocated a placement at

_____________________________________________________________________________

The possible conflict of interest is due to:

☐ CLOSE PERSONAL RELATIONSHIP

Relationship to student __________________________

Role at the facility __________________________

☐ WORK EXPERIENCE

Role at the facility __________________________

☐ INPATIENT EXPERIENCE

Please briefly outline the nature of the conflict/interest

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Please outline proposed arrangements for minimising or managing the conflict/interest (attach separately if appropriate).

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Signed: ___________________________  Date: ___________________________
I have reviewed this disclosure and:

☐ I believe based on the supporting documentation provided, a conflict of interest exists that may influence the student’s learning experience, performance and assessment.

☐ I do not believe the student has a personal interest that creates a conflict of interest;

☐ I do not believe the conflict of interest has the capacity to influence the student’s conduct, their learning experience, or assessment;

☐ I believe that it will be possible to develop and execute a conflict of interest management plan to eliminate or manage the conflict of interest;

Approved plan:

☐ Supervisor and assessor must be someone other than the person identified on this form

☐ Student to be allocated to another facility (this may require reallocating your PEP)

☐ other

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Signature ___________________________ Date: ___________________
James Cook University Nursing and Midwifery Appendix C

Professional Experience Placement – Absence from PEP Flow Diagram & Email Template

Students absent from PEP must comply with the notification procedures as outlined in the following flowchart. A medical certificate or a statutory declaration (signed by a Justice of the Peace) covering each day of missed PEP must be email to nursingclinical@jcu.edu.au and subject coordinator. A copy is given to the Clinical Facilitator/Preceptor /Coach. The original document is kept by the student and filed in their blue PEP folder.

Notify absence each PEP day

Phone
Clinical Facilitator/Partner, Facility/Unit as documented in the pre-brief or as arranged on Orientation Day

Email
nursingclinical@jcu.edu.au & subject coordinator to advise of absence
See example email template

Medical Certificate required for absence due to illness.
(Check dates entered by doctor as you cannot work on any dates included on medical certificate.)

Statutory Declaration signed by a Justice of the Peace required for any PEP absence (for other than medical condition)

Scan document, rename file appropriately & email to nursingclinical@jcu.edu.au

File original document into your PEP Folder
Please title the subject line –
Missed Shift or Missed Shift Documentation, Your Name and your Student Number.

Example Email template Missed Shift:
Dear.....
My name is ........ and I am in Year .... of (program).
This email is to inform you I am unable to attend PEP clinical practice at ..... clinical facility / clinical site, ward / clinical area...... today due to.....
I have notified all relevant areas of my absence and will supply supporting documentation within the 2 days.

Include your email signature
Which includes your name year level
Campus location and study mode.

Example Email template Supplying Documentation:
Dear.....
My name is ........ and I am in Year .... of (program).
Please find attached my the required documentation for my missed shift/s at ..... clinical facility / clinical site, ward / clinical area...... on (date).....
I have attached a medical certificate and await your reply regarding a replacement shift.

Include your email signature
Which includes your name year level
Campus location and study mode.
Australian Nursing Standards Assessment Tool (ANSAT) or Australian Midwifery Standards Assessment Tool (AMSAT) Flowchart

1. Australian Nursing Standards Assessment Tool (ANSAT) or Australian Midwifery Standards Assessment Tool (AMSAT)

2. ANSAT/AMSAT discussed between Student and clinical facilitator/partner or coach at the initial interview (ANSAT/AMSAT used as a feedback tool)

3. ANSAT/AMSAT used to assist with Student clinical facilitator/partner or coach feedback at any time throughout PEP

4. Clinical Facilitator, Partner, or Preceptor uses ANSAT/AMSAT tool to guide formative & summative assessment discussions
The following flowchart provides a guide for Clinical Facilitators (CF), Clinical Coaches (CC) and Partners (CP), or Preceptors of JCU BNSc or BNSc-BMid students during their professional experience placement (PEP). The facility’s undergraduate contact person and JCU Academic Lead: Professional Practice and Subject Co-ordinator are to be informed of concerns regarding students’ progress for example identification of learning needs, inability to meet NMBA practice standards.

Clinical Facilitator (CF)/ Coach (CC)/ Partner (CP) or Preceptor Identifies Clinical Learning issue

The CF, CC, CP, or Preceptor uses the ANSAT/AMSAT Tool to discuss issue with student Progress Notes used to record discussions and seek student feedback.

Issue Resolved
Continue to support student Facilitator/Preceptor sends ANSAT/AMSAT tool assessment, discussion notes and agreement reached to SC and ALPP ALLP TRIMs to student file.

Issue not resolved
If issue continues or a serious nature CF, CC or Preceptor contacts Academic Lead: Professional Practice (ALPP) or Subject Coordinator (SC) to discuss Support Learning Plan (SLP). All discussions recorded in antedoctal notes & ANSAT/AMSAT assessment tool. SC sends SLP to CF or CC and student.

Issue resolved
SC & ALPP meet with student. PEP may be suspended for remediation on campus or clinical review commenced.

Continue with PEP

Learning issue resolved

Issue not resolved
CF, CC, SC & ALPP discuss student progress in readiness for discussion with the student prior to PEP suspension.

PEP suspended. SC, Year Level Advisor, and Course Coordinator discuss student progression.