# Contents

Section 1. JCU Nursing Midwifery & Nutrition Professional Experience Placement ...................... 1
  1.2 Introduction .............................................................................................................................................. 1
  Preparing for Professional experience placement .......................................................................................... 1

Section 2. Professional Experience Placement Procedures ................................................................. 2
  2.1 Organisation ............................................................................................................................................. 2
  2.2 Professional experience placement supervision models ........................................................................... 5
  2.3 Placement requirements .......................................................................................................................... 5
  2.4 Professional Experience Placement Uniform Requirements ............................................................... 5
  2.4 Professional experience Placement expression of interest ....................................................................... 7
  2.5 Professional Experience Placement Exemptions ..................................................................................... 8
  2.6 Accommodation requests .......................................................................................................................... 8

3 Professional Experience Placement .................................................................................................... 9
  3.1 Professional Experience Placement briefing ............................................................................................. 9
  3.2 Student support during professional experience placement ................................................................. 10
  3.3 absence from Professional experience placement .................................................................................. 10
  3.4 Workplace injury or accident guidelines ................................................................................................ 10
  3.5 Professional Experience Placement and Student Responsibilities ....................................................... 11
  3.6 Clinical Challenge Policy .......................................................................................................................... 11
1.2 INTRODUCTION

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, nursing 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 other areas. Midwifery 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

Professional experience placement (PEP) is a compulsory component of all clinical subjects. Professional experience placement prepares you for professional registration and supports you to be 'work ready' when you 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, otherwise your enrolment in the course will be terminated. 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 Midwifery and Nutrition requirements information.

In 2016 the Professional Placement Unit went paperless. Pre placement documents (except Blue Card applications) must be scanned and emailed to dthmplacements@jcu.edu.au

PROFESSIONAL EXPERIENCE PLACEMENT CONTACTS

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Clinical Placement Officer
Cairns Campus
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For all pre-placement enquiries, email dthmplacements@jcu.edu.au

For all placement related enquiries, email nursingclinical@jcu.edu.au
Section 2. Professional Experience Placement Procedures

2.1 ORGANISATION

Professional experience placements are selected according to the clinical experience provided; 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 individuals must expect to undertake 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:

12 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 Bachelor of Nursing Science program has 800 hours of PEP. The Bachelor of Nursing Science /Bachelor of Midwifery program includes the 800 nursing PEP hours plus 960 midwifery PEP hours totalling 1880 hours of PEP. Students enrolled in the Bachelor of Nursing Science/Bachelor of Midwifery program must also attend Continuity of Care experiences for which additional hours are required. Please review the current PEP ladder for each course via Communities tab “Clinical Placement Information” on LearnJCU.

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 1.6, 2016), 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.

Course PEP overview for Bachelor of Nursing Science Students
<table>
<thead>
<tr>
<th>Level</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>NS1222</td>
<td>80</td>
<td>Challenges to a person’s health status</td>
<td>Acute care facility</td>
</tr>
<tr>
<td>SP2</td>
<td></td>
<td>Over 2 week block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Two</td>
<td>NS2022</td>
<td>120</td>
<td>Caring for a person experiencing an acute health challenge</td>
<td>Medical/surgical area</td>
</tr>
<tr>
<td>SP1</td>
<td></td>
<td>Over 3 week block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Two</td>
<td>NS2214</td>
<td>120</td>
<td>Caring for a person experiencing an acute health challenge</td>
<td>Medical/surgical area</td>
</tr>
<tr>
<td>SP2</td>
<td></td>
<td>Over 3 week block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Three</td>
<td>NS3360</td>
<td>240</td>
<td>Providing primary health care in a community setting</td>
<td>Community Health Setting</td>
</tr>
<tr>
<td>SP1</td>
<td></td>
<td>2 week blocks x 3</td>
<td>Students undertake 10 days in a community setting, 10 days in a mental health setting, 10 days acute or long term health facility.</td>
<td>Mental Health Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Acute/Aged Care Setting</td>
</tr>
<tr>
<td>Level Three</td>
<td>NS3361</td>
<td>240</td>
<td>Caring for people experiencing an mental health event</td>
<td>Mental health setting</td>
</tr>
<tr>
<td>SP1</td>
<td></td>
<td>Over 4 week block</td>
<td>Mental health Setting Over 4 week block Acute/Aged Care Setting</td>
<td>Acute/Aged Care setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Over 2 week block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Three</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>SP2</td>
<td></td>
<td>Over 6 week block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Three</td>
<td>NS3227</td>
<td>240</td>
<td>Caring for the person experiencing an mental health challenge</td>
<td>Mental health setting</td>
</tr>
<tr>
<td>SP2</td>
<td></td>
<td>Over 6 week block</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course PEP overview for Bachelor of Nursing Science/ Bachelor of Midwifery students
<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
<th>PEP Hours</th>
<th>Clinical focus</th>
<th>Possible area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level One</td>
<td>NS1222</td>
<td>80</td>
<td>Challenges to a person’s health status</td>
<td>Acute care facility</td>
</tr>
<tr>
<td></td>
<td>NS1004</td>
<td>80</td>
<td>Antenatal/post-natal care of the pregnant woman</td>
<td>Ante/post-natal area</td>
</tr>
<tr>
<td>Level Two</td>
<td>NS 2022</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 2003</td>
<td>80</td>
<td>Care of the woman during the intrapartum period</td>
<td>Birth centre/suite</td>
</tr>
<tr>
<td>Level Two</td>
<td>NS2218</td>
<td>80</td>
<td>Caring for the person experiencing an acute health challenge</td>
<td>Medical/surgical ward area</td>
</tr>
<tr>
<td></td>
<td>NS 2004</td>
<td>160</td>
<td>Care of the woman experiencing a challenge during the pregnancy continuum</td>
<td>Maternity setting</td>
</tr>
<tr>
<td>Level Three</td>
<td>NS3362</td>
<td>160</td>
<td>Caring for people experiencing an mental health event</td>
<td>Mental Health Setting Acute/Aged Care Setting</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>Level 3</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>Level Four</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>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>Level Four</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 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. Level two PEP maybe require students attend on weekends and be rostered across all three 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. The Bachelor of Nursing Science/Bachelor of Midwifery students must be prepared for rostering of all shifts, including weekends from level 2 onwards; this is contingent upon the facility and the student’s learning needs as determined by the facilitator.
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

Nursing, Midwifery &Nutrition and their Clinical Partners utilize 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. Students at all year levels 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 placement. For the Bachelor of Nursing/Bachelor of Midwifery 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 an clinical area, in these circumstances a preceptorship model is utilised.

2.3 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 PEP requirements 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, otherwise your enrolment in the course will be terminated.

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

<table>
<thead>
<tr>
<th>Professional Experience Procedures for students within the Division of Tropical Health and Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory PEP requirements – Nursing and midwifery students without all PEP mandatory requirements completed are unable to attend PEP.</td>
</tr>
</tbody>
</table>

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. 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.

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 uniform will be required to rectify their uniform before being allowed admission to the facility.

The following suppliers in Townsville stock the JCU School of Nursing, Midwifery & Nutrition uniform (Cairns students should contact the Cairns Bookshop regarding supplies):

- Tropic T-shirts
  7 Castlemaine Street
  KIRWAN Q 4815
  Phone: 47231990
  Fax: 47231497
  Sizes available up to 4XL (Male) or 26 (Female)

Students are required to wear the University’s uniform in a professional manner, i.e. clean and tidy. Some facilities have additional specific requirements.
Facility specific placement information

Via Communities "Clinical Placement Information" on LearnJCU

NB: Students who have PEP at the Mater hospitals in Townsville and Mackay are requested by the facility not to wear culottes.

Students requiring uniform modifications for cultural or religious grounds please contact the Academic Lead: Professional Practice.

The following uniform requirements are to be adhered:

**FEMALE**
- Nurse’s watch
- Navy skirt (*mid knee length, not straight/pencil style*) or navy tailored trousers (*not hipster or cargo style*). Please note: some private hospitals may not allow trousers.
- Navy and white striped shirt OR
- Navy and white striped mid knee-length dress with navy collar & trim.
- If stockings are worn, these must be navy or neutral in colour.
- No coloured socks. Only white ankle socks permitted.
- Navy woollen V-necked vest
- NO SHORTS OR THREE-QUARTER LENGTH TROUSERS.

**MALE**
- Nurse’s watch
- Navy tailored shorts or navy tailored trousers (and),
- Navy and white striped shirt (worn tucked in).
- White long socks/ankle socks.
- Navy woollen V-necked vest

**JEWELLERY**
- One small stud earring in each ear only; no other visible piercing.
- Medical identification bands if necessary.
- No jewellery on arms/hands except one flat plain metal band, no stones.
- No other visible jewellery.

**HAIR**
- Must be above the collar.
- Long hair is to be held back and must be above the collar.
- No ribbons, bows, or glitter.
- Male facial hair must be trimmed and short.

**HAND HYGIENE**
- Fingernails must be clean, short (<6mm) and with nothing adhered to the nail (no nail polish, acrylic nails, gel tips or artificial nails of any type).

**FOOTWEAR**
- Fully closed-in and impermeable to sharp objects and fluids, navy or black shoes; (boots are inappropriate). Fully enclosed footwear must be worn at ALL times, in ALL clinical settings. 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 whilst on PEP. Sandals, backless, scuffs, stiletto style shoes, strap style shoes, thongs and clogs are not permitted to be worn in any setting
- Wearing inappropriate footwear while on PEP could place you at risk of injury through crush, sharps, slips or falls, and potential exposure to body fluid.

**TATTOOING**
- Students should be aware that facilities may ask them to cover their tattoos.

**IDENTIFICATION**
- JCU clinical identification badge (not your JCU student identification badge) with year level badge visible worn on uniform.
- 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.

MENTAL HEALTH PROFESSIONAL EXPERIENCE PLACEMENT

If students are not required to wear JCU uniform during psychiatric/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.

The James Cook University Nursing uniform is to be worn ONLY when the student is on James Cook University business.

CONTINUITY OF CARE EXPERIENCES (BNSC/B MID)
Continuity of Care experiences for Bachelor of Nursing Science/Bachelor of Midwifery students

Students enrolled in the Bachelor of Nursing/Bachelor of Midwifery are able to wear a JCU polo shirt with navy pants with clinical ID badge while attending Continuity of Care appointments.

2.4 PROFESSIONAL EXPERIENCE PLACEMENT EXPRESSION OF INTEREST

All students are expected to utilise InPlace, the JCU PEP database.

Logon to LearnJCU and go to the Communities tab at top of page; then select Clinical Placement Information. Prior to accessing InPlace to submit an EOI, students must have submitted all their mandatory PEP requirements.

All information is located on this clinical community site in LearnJCU. Please remember to access LearnJCU, your enrolment must remain current. Students are required to check this information on a regular basis as the dates EOI open will be advertised here.

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

Specific facility EOI is requested through email response for particular facilities coordinated by the Clinical Office team. Students previous PEP is taken into account when allocating placement facilities to ensure that a variety of clinical settings, experiences, and learning opportunities are achieved by each student throughout the course.

Expression of interest preferences are used by the Clinical Office team as a guide when organising PEP. For any exceptions or consideration of extenuating circumstances, please make an appointment to discuss these with Academic Lead Professional Placement. Supporting medical or other documentation needs to be submitted to the clinical office. Family and/or work commitments do not constitute sufficient grounds for a request. All consideration requests are reviewed by Academic Lead Professional Experience.

Under no circumstances are students to approach facility staff to organise their own PEP. All PEP is overseen by Academic Lead Professional Experience.
NB: Students are advised not to make travel arrangements for after the exam period due to the possibility of participating in PEP.

In some instances, students will be allowed to request to swap with a fellow student by emailing the Clinical Placement Office to nursingclinical@jcu.edu.au.

The procedure for any student who requests a change is:

1. Find a student who is willing to exchange placement (this can be done in person or by Email via LearnJCU);
2. Both parties are then required to supply written evidence that they agree to the swap to the Clinical Placement Officer by email to: nursingclinical@jcu.edu.au
3. Requesting a PEP swap does not automatically mean that the swap is approved. Students are advised if their swap request is approved and the approval is reflected on the current PEP listing.

Professional experience placement swap applications submitted after request closure dates are NOT considered. It is the student’s responsibility to ensure that they are aware of these dates.

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

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 the Clinical Placement team if a close family member works directly in an area in which the student’s PEP is to occur. It is the Unit Manager’s discretion if the student attends PEP in that area. It is students’ responsibility to inform the Clinical Office if their workplace is offered as PEP.

2.5 PROFESSIONAL EXPERIENCE PLACEMENT EXEMPTIONS

Enrolled nurses who have a current practicing certificate may be able to gain exemption from the PEP component of NS1222

To be eligible for PEP exemption, students must apply by the end of WEEK 4, Study Period 1:

- request the exemption from the NS1222 Subject Coordinator in writing, stating clearly and in detail the type of clinical experience for which exemption is sought; and
- attach a certified copy of the current practicing certificate; and
- provide a letter from their supervisor or Director of Nursing outlining the duties the applicants regularly undertake (or a copy of their clinical placements competencies from TAFE). Decisions will be made on individual merit. If incomplete documentation is received, all documents will be returned unprocessed.

This is the ONLY PEP exemption available and it does not apply to the BNSc/BMid degree.

2.6 ACCOMMODATION REQUESTS

While some facilities offer accommodation, in most 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 Clinical Placement Officer
- The Clinical Placement Officer will notify you by email if accommodation is available.

You may have to produce proof of identification on arrival, where accommodation is arranged by the Clinical Placement Office. 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 not available.

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
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 clinical nursing subject PEP learning outcomes which are outlined within the relevant subject outlines. Your clinical facilitator/preceptor 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 (4 page ANSAT forms, downloaded via PEP assessment folder within subject LearnJCU site via the Assessment tab
3. PEP timesheet (downloaded via PEP assessment folder within the subject site Assessment tab).

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.

PROFESSIONAL EXPERIENCE PLACEMENT CLINICAL SKILLS

An important aspect of nursing at any stage of your career is only performing 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 skills are found within the subject outline. It is expected that students will have a copy of the subject outline with you whilst on PEP.

ESSENTIAL NMBA DOCUMENTS TO BE REVIEWED PRIOR TO AND DURING YOUR PEP:

o Registered nurse standards for practice (2016)
o Code of Professional Conduct for Nurses in Australia * (effective from May, 2013)

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 Code of Professional Conduct for Nurses in Australia *(effective from May, 2013).

3.1 PROFESSIONAL EXPERIENCE PLACEMENT BRIEFING

It is MANDATORY all NS1211 and NS1222 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 the university is able to offer student support through:

1. A clinical facilitator/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 and email the Subject Coordinator and nursingclinical@jcu.edu.au, as soon as possible.
- Students who miss any PEP day/s of PEP 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 would be submitted with your clinical assessment records at the completion of PEP.
- Failure to provide appropriate documentation may result in failure to progress or an overall fail for the subject.

Students who have frequent absences or absence without supporting documentation throughout the program will be required to attend a meeting with the Academic Lead Professional Experience and the relevant Subject Coordinator. The student will be counselled and advised of the course of action to be taken for their frequent PEP absence. The student will be required to attend further PEP for the cumulative absence from the program.

Students who miss PEP without appropriate documentary evidence will attract an unsatisfactory PEP grade.

Any extenuating circumstances involving PEP are referred to the Subject Coordinator.

MAKE UP FOR PEP ABSENCES

A. The student is required to supply documentation to support their non-attendance at PEP to the clinical office within 48 hours the missed day/s.

B. If a student misses up to two (2) days of PEP they will have the opportunity to make-up this time. The choice will be the decision of the Academic Lead Professional Practice and with the relevant Subject Coordinator, not the student. This decision will be based on the availability of relevant resources for each option.

Option A: The students will make-up the missed one or two days either by completing further hours at the current facility, after consultation with the Academic Lead Professional Practice

Option B: The student will be asked to make-up the missed one or two days (8-16 hours) at a time frame suitable to the Health Care facility or on another PEP, which is organised through the clinical office.

C. The student is expected to attend either option in full nursing uniform as per the uniform requirements and will work the same hours as the clinical time missed e.g., one (1) day missed for NS2022 equals eight (8) hours to be made up.

D. If the student misses three (3) or more days this is considered too much PEP time missed and will fail the subject. If the student fails the subject they will be required to repeat the subject including PEP in its entirety the following year. Note: any extenuating circumstances involving PEP will be referred to the relevant Subject Coordinator.

E. Students are informed by the Clinical Office if they are required to complete PEP make up and the PEP makeup requirements.

F. Once again, students are advised not to make travel arrangements following the examination period as make-up options often fall during this time.

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:
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/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 0408740173, at the earliest possible opportunity, for support, if they perceive that they have a problem with the clinical facilitator/preceptor or the facility while they are on PEP.

If the student’s performance in their role is of serious concern to the clinical facilitator/preceptor, the Subject Coordinator, or the Academic Lead Professional Practice then the Clinical Challenge policy may need to be applied and followed.

3.6 CLINICAL CHALLENGE POLICY

Nursing, Midwifery & Nutrition is committed to quality person centred care based on holistic professional nursing and midwifery models. It is the College’s responsibility to ensure safety to practice and caring professional behaviour from all students while on PEP. It is therefore important to have a structured, objective system in place to manage any unsafe or unprofessional behaviours arising while students participate in PEP. If the student’s behaviour or performance demonstrates not be directed toward a passing standard, the student will be given feedback and support to rectify the issue and an opportunity to achieve a pass for the subject by being placed on a PEP learning challenge.

The purpose of this policy is to:
1. Maintain an objective standard for challenge procedures in the event of situations when behaviour is considered to be unsafe or unprofessional;
2. Identify unprofessional, unsafe, and unsatisfactory behaviours warranting intervention as listed on the Formal Challenge Procedure Form;
3. Identify in detail the procedures to be followed in the event of a challenge being issued; maintain a formal procedure for removing a student at any time from the clinical practice setting because of unsafe or unprofessional behaviour(s).

If an event or series of events occurs involving a James Cook University student while on professional experience placement which, in the opinion of the Clinical Supervisor, requires intervention, the following options are available.

STAGE 1: STUDENT VERBAL WARNING OF IMPENDING CHALLENGE

At this point the procedure is informal involving the clinical facilitator/preceptor and the student. The clinical facilitator/preceptor informs and discusses the situation with the Subject Coordinator of the informal PEP learning challenge.

Steps:

The clinical facilitator/preceptor will:
1. Document the preceding events and their concerns, addressing published student assessment criteria
2. Inform student that s/he is at risk of a formal challenge.
3. Counsel the student about the specific unacceptable behaviour(s).
4. Discuss appropriate behaviour and establish a clear expectation of modification of behaviour and support the student in their progress towards satisfactory practice for their year level.
5. Establish a time frame with the student for demonstration of alteration of the behaviour(s).
6. Set a time for a follow-up discussion with the student at the end of the time frame.
If correction of issue(s) has not occurred, the process proceeds to Stage 2: Formal Challenge Procedure.

**STAGE 2: FORMAL CHALLENGE PROCEDURE**

Formal challenge is initiated if the student made no reasonable effort to modify the unacceptable behaviour by the end of the given time frame. The Subject Coordinator and Academic Lead Professional Practice are informed of the matter and the formal challenge details and are sent a copy of all relevant documentation.

1. An objective account of the circumstances or incident which initiated the challenge is documented by the clinical facilitator/preceptor.
2. Following a formal, confidential dialogue between the student and the clinical facilitator/preceptor addressing the behaviour(s) requiring correction, the documentation is signed by the student and the clinical facilitator/preceptor.
3. The Subject Coordinator and Academic Lead Professional Placement are informed of the incident and the formal challenge details and are sent a copy of all relevant documentation.
4. The clinical facilitator/preceptor advises the student that they may contact the Subject Coordinator or Academic Lead Professional Practice independently to discuss their status.
5. The student is assisted to redeem the challenge by negotiating a learning contract with their clinical facilitator/preceptor.
6. The Subject Coordinator will be involved in the contract negotiations. The contract will be time limited and contain specific expectations. This learning contract may be activated during the same PEP or, alternatively, may need to occur during PEP make-up and/or PEP in a subsequent study period.
7. If the contract is fulfilled within the time frame, the challenge is redeemed. The documents relating to challenge remain in the student’s confidential clinical record. The student and clinical facilitator/preceptor will meet to provide closure to the incident.
8. If the student fails to redeem the challenge, they are then counselled by the Subject Coordinator and Academic Lead Professional Practice regarding the repercussions of the behaviour(s), which may include stage 3.

**STAGE 3: IMMEDIATE REMOVAL**

The Subject coordinator in conjunction with the Academic Lead Professional Practice and the clinical facilitator/preceptor have the option to immediately remove the student from the clinical environment in the event of a serious breach of professional behaviour or client safety or at the request of a clinical facility.

The clinical facilitator/preceptor is responsible for providing the student with the following information should this occur:

1. Reason for action.
2. Subsequent steps/follow-up with the student including date/time/location of further discussion.

The clinical facilitator/preceptor will also:

1. Notify the Student Placement Specialist.
2. Provide documentation of the events and/or behaviour.
3. Notify the relevant facility liaison person.

**WHAT IS ‘AT RISK’?**

It is important to remember that the student is undertaking this course in order to learn and develop to be a registered nurse or registered midwife. The student is working towards achieving Australian Nursing Standards Assessment Tool or Australian Midwifery Standard Assessment Tool items. It is possible a student’s learning ability is developing slowly or their level of practice is of concern to the clinical facilitator or registered nurse or midwife. This constitutes a student ‘at risk’ of failure.

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Remember

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

For all placement related enquiries, email nursingclinical@jcu.edu.au
### Professional Experience Procedures for students within the Division of Tropical Health and Medicine

#### Mandatory PEP requirements
- Students without all placement requirements are unable to attend PEP.

#### Professional Experience Placement mandatory requirements guidelines and checklists

#### Professional Presentation Requirements
- Students not adhering to these requirements may not be allowed into the facility until they comply with the standards.

#### Student Accountability
- Please familiarise yourself with and undertake your clinical skills practice in accordance with the NMBA’s National framework for the development of decision-making tools for nursing and midwifery practice - September 2007 - rebranded from July 2013.

#### Facility specific placement information
- Via Communities “Clinical Placement Information” on LearnJCU.

#### Absence from Professional Experience Placement and Makeup
- 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.

#### Unsatisfactory Grade for Professional Experience Placement

#### Protocol for Students who have a Problem within the Facility

#### Submission of Professional Experience Placement Assessments Tools
- Professional experience placement assessment tools MUST be submitted online as per subject outline no later than ONE WEEK following completion of PEP.
- A delay in the return of these documents will result in you being awarded a Result Withheld (RW) grade for subject.

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See Assessment Task PEP assessment requirements in Subject Outline for PEP assessment submission guidelines.