**Acknowledgments:**

This document incorporates information from previous BN Professional Practice Policies. Special thanks to Professional Practice Office staff; SONM BN Course Convenors; SONM Deputy Program Directors and the Director of Undergraduate Programs for their contributions to this document.

**Recency of information:**

This document is updated annually. In the unlikely event of the information in this document conflicting with University policy, University policy will be upheld.
INTRODUCTION TO THESE GUIDELINES

Professional practice and clinical placement are essential and fundamental components of the Bachelor of Nursing (BN) program. These guidelines contain information that will assist you to prepare for successful clinical placements throughout your program.

For ease of use the guideline has been colour coded and divided into 10 parts. These are:

1. BACKGROUND INFORMATION
2. PREPERATION FOR PROFESSIONAL PRACTICE
3. GETTING READY FOR YOUR PLACEMENT
4. PROFESSIONAL PRACTICE CONSIDERATIONS: BEFORE & DURING PLACEMENT
5. ON PLACEMENT
6. ABSENCE AND CLINICAL COMPLETION
7. COMMUNICATION
8. HEALTH & SAFETY
9. PERFORMANCE & ASSESSMENT
10. APPENDIX

It is essential that all students within the BN program read these guidelines and refer to them before and during each clinical placement.

While it is our responsibility to direct you to the relevant information for professional practice and clinical placement during your BN studies, it is your responsibility to adhere to policy and notify and seek clarification from School staff about any issues that arise for you.

We wish you the very best for your clinical placements during your BN studies.

Director of Undergraduate Programs (Nursing)

On behalf of BN Academic and General Staff

School of Nursing and Midwifery
CONTENTS

1. BACKGROUND INFORMATION .......................................................................................................................... 9
   1.1 Professional practice and clinical placement within the BN program ......................................................... 9
   1.2 Clinical courses ........................................................................................................................................... 9
   1.3 On-campus professional practice learning activities ...................................................................................... 10
   1.4 Professional accreditation ............................................................................................................................ 10
   1.5 Professional recognition ............................................................................................................................... 10
   1.6 Student registration with NMBA .................................................................................................................. 10
   1.7 English Language Requirements ............................................................................................................... 10
   1.8 Organisation of professional practice ......................................................................................................... 11
   1.9 Professional Practice Office staff ............................................................................................................... 11
   1.10 Professional Practice Office contact details ................................................................................................ 11
   1.11 Fit for Placement office ............................................................................................................................... 11
   1.12 Placement essentials ................................................................................................................................... 11

2. PREPARATION FOR PROFESSIONAL PRACTICE .......................................................................................... 12
   2.1 Calendars ..................................................................................................................................................... 12
   2.2 Clinical placement dates ............................................................................................................................... 12
   2.3 Pre-existing conditions ................................................................................................................................ 12
   2.4 Students with a disability ............................................................................................................................. 13
   2.5 Students with a mental health condition ...................................................................................................... 13
   2.6 Students who have had recent surgery or illness .......................................................................................... 13
   2.7 Pregnancy ..................................................................................................................................................... 14
   2.8 Early notification of return to studies after a break / leave of absence ....................................................... 14
   2.9 Professional presentation .............................................................................................................................. 14
   2.10 Preparation for off-campus clinical placement .......................................................................................... 14
   2.11 Completion of online learning prior to clinical placement .......................................................................... 14
   2.12 Fit for placement requirements ................................................................................................................. 14
   2.13 Early notification of employment/volunteer work in the health sector ....................................................... 15
   2.14 Professional and clinical placement documents ........................................................................................ 15
   2.15 Name or Gender information change ....................................................................................................... 15

3. GETTING READY FOR YOUR PLACEMENT .................................................................................................. 16
   3.1 SONIA .......................................................................................................................................................... 16
   3.2 Clinical placement locations ....................................................................................................................... 16
   3.3 Clinical placement allocation ....................................................................................................................... 16
3.4 Cancellation or variations to clinical placements by the University ........................................... 17
3.5 Student request to change clinical placement ........................................................................ 17
3.6 Student requests to defer a placement .................................................................................... 17
3.7 Overseas placements ............................................................................................................. 18

4. PROFESSIONAL PRACTICE CONSIDERATIONS: BEFORE & DURING PLACEMENT ............................................. 19
   4.1 Professional behaviour ........................................................................................................ 19
   4.2 Fitness for professional practice ....................................................................................... 19
   4.3 Professional personal presentation ................................................................................... 19
   4.4 Griffith Health Code of Professional Practice .................................................................. 20
   4.5 Griffith University Name Badges .................................................................................... 20

5. ON PLACEMENT ...................................................................................................................... 21
   5.1 Scope of Practice – see also 9.4....................................................................................... 21
   5.2 Attendance at rostered clinical placement ....................................................................... 21
   5.3 Inability to attend the first day of clinical placement ....................................................... 21
   5.4 Additional Hours ............................................................................................................. 21
   5.5 Exams scheduled during clinical placement .................................................................... 21
   5.6 Students who become ill on clinical placement ............................................................... 22
   5.7 Absence from clinical placement ..................................................................................... 22
   5.8 Financial support when on clinical placement ................................................................. 23

6. ABSENCE AND CLINICAL COMPLETION ................................................................................ 24
   6.1 Incomplete course clinical placement .............................................................................. 24
   6.2 Course clinical completion ............................................................................................... 24
   6.3 Clinical completion for a course ...................................................................................... 24
   6.4 Supplementary clinical assessment .................................................................................. 25
   6.5 Cumulative hours for clinical courses and Registration ................................................ 25
   6.6 BN Program clinical completion ..................................................................................... 25

7. COMMUNICATION .................................................................................................................. 26
   7.1 Email ............................................................................................................................... 26
   7.2 Learning@Griffith ............................................................................................................ 26
   7.3 Nurses Connect ............................................................................................................... 26
   7.4 Social media .................................................................................................................... 26

8. HEALTH & SAFETY ............................................................................................................... 27
   8.1 Accidents and injuries - Incident reporting ..................................................................... 27

9. PERFORMANCE & ASSESSMENT .......................................................................................... 28
9.1 Performance whilst on clinical placement ................................................................. 28
9.2 Goal setting ................................................................................................................. 28
9.3 Competency standards .............................................................................................. 28
9.4 Scope of practice ......................................................................................................... 29
9.5 Creating a beneficial learning opportunity ................................................................. 29
9.6 The Australian Nursing Standards Assessment Tool (ANSAT) .................................... 30
9.7 Placement and ANSAT Completion ............................................................................. 30
9.8 The process of assessment of clinical practice ............................................................ 31
9.9 Formative review ........................................................................................................ 31
9.10 Unsatisfactory performance ....................................................................................... 32
9.11 Student concerns whilst on clinical placement .......................................................... 33
9.12 Feedback about clinical placement ............................................................................ 33

10. APPENDIX ....................................................................................................................... 34

Appendix A: Professional Practice Office (PPO) Structure ............................................. 34
Appendix B: Clinical placement supervision models ....................................................... 35
Appendix C: BN Uniform Requirements ............................................................................ 36
Appendix D: Notification procedures for absence from clinical placement .................... 38
Appendix E: Administration of medications by students on clinical placement ............... 39
Appendix F: Concerns whilst on clinical placement .......................................................... 40
Appendix G: Undergraduate Scope of Practice ................................................................. 41

Certificate of Completion ................................................................................................ 42
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
</table>
www.ansat.com.au                           |
| BN                                        | Bachelor of Nursing degree.                                                                                                                                 |
| BN Deputy Program Director               | The academic on your campus responsible for providing program advice during the Bachelor of Nursing Program.                                    |
| BN Program Director                      | The Director of Undergraduate Programs (Nursing) is the senior academic who has overall responsibility for the implementation, governance and quality of the Bachelor of Nursing Program. |
| Buddy/Practice Partner                   | Registered or enrolled nurse/s that you may be assigned to work alongside during clinical placement                                           |
| Clinical Course Coordinator (CCC)        | The academic on your campus who coordinates your clinical course and has responsibility for all assessment, including clinical placement, within a given course. |
| Clinical Facilitator (CF)                | A Registered Nurse responsible for coordinating student learning and assessment within the facility. The clinical facilitator liaises closely with buddies, ward staff, the student and the clinical course convenor |
| Facility                                 | The health agency or organisation that hosts the clinical placement  
eg. Gold Coast University Hospital |
| Formative Review                         | A student may require a Formative Review of professional practice if the Clinical Facilitator/Preceptor considers the student to be performing below the expected standard in any item. This is discussed with the Course Convenor and/or the Professional Practice Coordinator and the student. A plan is implemented to address the concerns identified. |
| Preceptor                                | A Registered Nurse that a student is assigned to for the whole of a clinical placement as part of the ‘Preceptor Model’. The preceptor is responsible for assessment in this model and liaises closely with other ward staff, the student and the course convenor |
| **Professional Practice Coordinator (PPC)** | The academic member of the Griffith University Professional Practice Office on your campus is responsible for the coordination of clinical practice including relationships with facilities, training of facilitators and overseeing student placements. |
| **Professional Practice Director** | The Senior academic within the professional practice office who has overall responsibility for all activities within the professional practice office. |
| **Professional Practice Liaison Officer (PPLO)** | The administrative member of Griffith University Professional Practice Office on your campus responsible for the allocation of student placement under the supervision of the Professional Practice Coordinator in consultation with the Clinical Course Convenor and the Deputy Program Director. |
| **Scope of Practice document** | The document created for each clinical course by the Course Convenors that highlights the various skills and knowledge that can be applied in the clinical setting by the student. |
| **SONIA** | Is the database in which all placements are allocated. Students can find all information in relation to their placements such as time and date, placement facility, and pre-brief. Students will also review and complete their ANSAT on SONIA, as well as keep track of and upload all relevant mandatory requirements as directed by the fit for placement office. Any medical certificates and statutory declarations required by the University in regards to clinical placements will also be uploaded to the SONIA database. |

See the Placement Essentials website: Placement glossary
1. BACKGROUND INFORMATION

The School of Nursing and Midwifery is committed to developing person-centred, clinically competent, critical thinking, research informed graduates who provide safe, quality, compassionate care in an ever-changing healthcare environment.

For details on the vision and values of the School, see the School website: https://www.griffith.edu.au/health/school-nursing-midwifery/vision-and-values

1.1 Professional practice and clinical placement within the BN program

Professional practice and clinical placement learning activities are components of courses within the BN. Throughout your BN you will develop your professional nursing skills through on-campus and off-campus activities. You will undertake experiential skill learning in clinical simulation laboratories and you will have opportunities to undertake clinical placements across the health sector, including rural, remote and overseas placements.

See the School website for more information about clinical placements: Clinical placements

1.2 Clinical courses

A clinical course is a course that includes clinical placement as an assessment item and this information is located within the course profile. The clinical placement takes place in a health care facility and your practice is supervised using one of several clinical facilitation models (see Appendix B). The course profile specifies the length of the clinical placement for that course. Each clinical course may offer several clinical placement blocks and you will be allocated to one or more blocks for a course in order to fulfil your course clinical placement requirements.

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

Campus BN programs: https://www.griffith.edu.au/health/nursing

If you need advice on your BN program of studies please contact your campus Deputy Program Director. (The campus Deputy Program Directors are listed under “Helpful staff” on the Learning@Griffith organisation site Nurses Connect).

In accordance with the Student Administration Policy, it is your responsibility to ensure you meet pre-requisite and co-requisites conditions. If you do not meet these you are ineligible to be enrolled in the course, which may result in your enrolment in the course being cancelled or failing the course.

Please note that all clinical courses within the BN program are designated courses for the purpose of exclusion. In accordance with the Academic Standing, Exclusion and Progression Policy, a student who fails a designated course will be subject to review by the Health Assessment Board and may be excluded from the BN program.
If you withdraw from a clinical course during a trimester, it is a professional courtesy to notify both your Course Convenor and the Professional Practice Office that you have withdrawn. This allows the University to notify clinical agencies of changes to placements.

1.3 On-campus professional practice learning activities

Each campus has a nursing and/or midwifery laboratory. Course convenors design learning activities to develop your professional nursing skills. Technical staff manages the laboratory space and teaching requirements.

1.4 Professional accreditation

The Bachelor of Nursing is accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC). The role of ANMAC is to “protect the health and safety of the community by promoting high quality standards for nursing and midwifery education” (ANMAC website, 2016). Professional practice and clinical placement are key components of the BN curriculum.

ANMAC website: http://www.anmac.org.au

1.5 Professional recognition

The Nursing and Midwifery Board of Australia (NMBA) registers nurses and student nurses. It is one of several health professional boards of the Australian Health Practitioner Regulation Agency (AHPRA). The NMBA set the standard of practice and code of conduct for Registered Nurses in Australia.

NMBA website: http://www.nursingmidwiferyboard.gov.au

AHPRA website: https://www.ahpra.gov.au

Graduates of the BN will be eligible to apply for registration with the NMBA subject to meeting any additional requirements that may be stipulated by the NMBA at the time of program completion.

1.6 Student registration with NMBA

Student Administration at Griffith University will work directly with the NMBA (AHPRA) to register all enrolled students. Students are not required to make individual applications to AHPRA for student registration and there are no fees required. Non-professional behaviour may be reported to AHPRA for a breach of professional standards.

Further information is available from the NBMA website: Student registration

1.7 English Language Requirements

The Nursing and Midwifery Board of Australia (the Board) requires all applicants for initial registration to demonstrate English language skills to be suitable for registration (NMBA 2016).

Further information is available from the NBMA website: English Language Skills
1.8 Organisation of professional practice

The BN program is offered at Gold Coast, Logan and Nathan campuses. Your BN clinical placements will be organised by your home campus Professional Practice Office (PPO). Regardless of where you undertake your placement, you must contact your home campus if you have any placement issues.

1.9 Professional Practice Office staff

Each SONM campus has a Professional Practice Office (PPO) staffed by a minimum of:

- Professional Practice Coordinator (PPC) - an academic staff member
- Professional Practice Liaison Officer (PPLO) - a general administrative staff member

The details of PPO staff may be added to Learning@Griffith sites, including clinical course sites and the Nurses Connect site. This ensures you can access the most recent information should staff change during the academic year (See appendix A for PPO structure).

1.10 Professional Practice Office contact details

Unless otherwise directed, please use the contact details below to contact your PPO campus office.

- Gold Coast: gcnursingcpo@griffith.edu.au
- Logan: lgnursingcpo@griffith.edu.au
- Nathan: nathannursingcpo@griffith.edu.au

1.11 Fit for Placement office

The Fit for Placement Office (FFPO) is responsible for processing clinical mandatory requirements (CMRs) for all students in the Health Group.

It is your responsibility to obtain and submit the required documentation to the FFPO. Any queries regarding Fit for Placement requirements must be directed to the Fit for Placement Officer.

- FFPO: fitforplacement@griffith.edu.au

1.12 Placement essentials

The University provides a central repository for information related to placements called Placement Essentials. “It is designed to enhance efforts to achieve safe, effective placement experiences and to provide guidance on policy and procedure. It provides placement information specific for the health and human services disciplines, including legislative obligations, and outlines processes for placements”. There are many useful resources including forms, policies, guidelines, procedures, and handbooks available from the Resources section of the website.

2. PREPARATION FOR PROFESSIONAL PRACTICE

2.1 Calendars

The University produces a calendar for each academic year. Key dates are outlined. [http://www.griffith.edu.au/calendars-events/academic-calendar](http://www.griffith.edu.au/calendars-events/academic-calendar)

The SONM produces a Clinical Calendar every year for clinical placements dates. It is advised that students use the clinical calendar when planning and organising their academic year; [https://www.griffith.edu.au/health/school-nursing-midwifery/nursing/programs-courses/work-placements/clinical-calendar](https://www.griffith.edu.au/health/school-nursing-midwifery/nursing/programs-courses/work-placements/clinical-calendar)

2.2 Clinical placement dates

Each clinical course has placements allocated and displayed as placement blocks on the clinical calendar. Placements may occur anytime from February until, up to and including December. Each clinical course has specific times and dates which are not interchangeable.

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

2.3 Pre-existing conditions

Students are advised to maintain their own health and well-being. If a student has a physical or psychological health problem and/or disability that may pose a risk to them or others, they are advised to discuss their personal situation with the Office of Disability Services and/or their campus based BN Deputy Program Director, so their needs can be supported appropriately.

Students who have a pre-existing health condition, disability or allergy that may impact upon practice are required to provide a medical certificate stating they are ‘fit for clinical practice’ prior to the commencement of each placement, or as agreed by the BN Deputy Program Director and Professional Practice Coordinator. The certificate is presented to the Clinical Course Convenor and/or Professional Practice Coordinator and uploaded to the SONIA database.

Students with allergies are to inform the School of Nursing and Midwifery of their individual requirements for specific activities (such as simulated practice in the nursing labs). In addition, they are required to notify the Professional Practice Coordinator before each clinical placement if they have individual requirements that may need to be considered by healthcare facilities.

If a Clinical Facilitator/Preceptor is concerned about a student’s well-being while on placement, they will contact the Course Convenor and/or Professional Practice Coordinator. In some circumstances the student may be removed from placement and appropriate procedures will be followed.
2.4 Students with a disability

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

Types of Disability

- Autism Spectrum Disorder (ASD) including Asperger’s Syndrome
- Learning disabilities e.g. auditory processing disorders, dyslexia
- Mobility impairments e.g. Paraplegia, quadriplegia, cerebral palsy
- Chronic medical conditions e.g. arthritis, diabetes
- Mental Health Conditions
- Acquired Brain Injury
- Blind or vision-impaired
- Deaf or Hard of Hearing

Students with disabilities should refer to the ‘Students with Disabilities policy’ and seek assistance from the Disabilities Service staff or the Course Convenor, campus based Deputy Program Director and/or Professional Practice Coordinator. Disclosure of disabilities assists the University to make accommodations to placements as may be needed. This is treated confidentially.

See the Placement Essentials website: Students with a disability

2.5 Students with a mental health condition

Students with a mental health condition are encouraged to disclose the nature of their condition to appropriate Griffith staff.

Students with mental health conditions should refer to the ‘Students with Disabilities policy’ and seek assistance from the Disabilities Service staff or the Course Convenor and/or Professional Practice Coordinator. Disclosure assists with making accommodations to a placement and providing support to students during clinical placement, when unforeseen experiences may contribute to the exacerbation of existing mental health symptoms. This is treated confidentially.

Griffith counselling website: https://www.griffith.edu.au/counselling

See the Placement Essentials website: Students with a disability

2.6 Students who have had recent surgery or illness

Students who have undergone a recent medical procedure or who have had a recent illness are required to provide a medical certificate stating they are ‘fit for clinical practice’ prior to the commencement of placement. The certificate must be uploaded to the SONIA database within the documents tab.
2.7 Pregnancy

Students who are pregnant (at ANY stage), or within six weeks postpartum, are required to provide a medical certificate stating they are ‘fit to attend laboratory sessions’. If they are contemplating clinical placement during a clinical course, they must provide a medical certificate stating they are ‘fit for clinical placement’. The certificate must be uploaded to the SONIA database within the documents tab.

See the Placement Essentials website: Risk management - Pregnancy

2.8 Early notification of return to studies after a break / leave of absence

Students sometimes have a break or take a leave of absence in their studies. If you have not enrolled in a clinical course in the last 12 months, please notify your clinical course convenor, professional practice coordinator, or campus program advisor as soon as possible to discuss your readiness to return to clinical placement.

2.9 Professional presentation

Students must adhere to laboratory professional dress and safety requirements when attending laboratory classes. See Appendix C for details of the uniform requirements.

2.10 Preparation for off-campus clinical placement

Students must prepare well in advance for their clinical placements and ensure they meet all requirements in a timely fashion.

2.11 Completion of online learning prior to clinical placement

Many healthcare facilities require the completion of online learning prior to placement. For each and every clinical placement any such requirements, including the due date, will be included in the clinical placement pre-brief.

Online learning must be completed or up-to-date by the date specified in the pre-brief (which will be before the start of the placement).

Failure to follow the instructions provided in the pre-brief information will result in the student undertaking a Formative Review (see 9.9 Formative Review) and the student being removed from clinical placement until these requirements are completed. In some cases the student will be removed from the entire clinical placement block, which will result in a fail grade for this assessment item.

2.12 Fit for placement requirements

All BN students must meet clinical mandatory requirements. For details see the Nursing and Midwifery placement essentials website:

You are advised to keep all original documentation together in a presentable format (e.g. in a display folder marked “Health Records”). You may be required to bring original documents to the start of a clinical placement for sighting by staff from the clinical agency.

All requirements must be met before course census date or the start of your allocated clinical placement block (whichever occurs first). You will be unable to attend placements if you fail to submit your documentation on time, which may result in a supplementary clinical placement or failing the course.

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

Students may not attend clinical placement in a healthcare facility, or ward/unit in the case of a large hospital, where they work or volunteer. This is to avoid a possible role conflict for both staff and patients at the facility and role confusion for the student.

You must notify the Professional Practice Office by email of a possible conflict prior to clinical placement allocations.

See the Placement Essentials website: Your responsibilities – Placement at your workplace

2.14 Professional and clinical placement documents

The School has several documents that support the implementation of professional practice and clinical placements. These include these guidelines, the clinical placement assessment documents (discussed under performance and assessment) and guidelines for Clinical Facilitators.

2.15 Name or Gender information change

Should you be wishing to change either your name or gender information during your degree, please advise your relevant Course Convenor and Professional Practice Coordinator if appropriate.

Such informal name and/or gender change can be undertaken ‘over the counter’ at student services; however please note that your name and/or gender will not change within the SONIA database, or within ANSAT’s (the Clinical Assessment Tool used within the Program) etc., until a formal name change has occurred via the University.
3. GETTING READY FOR YOUR PLACEMENT

3.1 SONIA

The SONIA database is used to allocate and manage clinical placements. SONIA is also used to access and complete the assessment tool used on clinical placements (ANSAT). You will need to learn how to use the SONIA database to access placement details and instructions for your placement called “Pre-briefs”. Instructions on how to access the database are available from the Nurses Connect site.

Access is available online: [SONIA database](#)

3.2 Clinical placement locations

Clinical placements are allocated within a wide geographical area. Griffith University benefits from the support of healthcare facilities spanning an area from Redcliffe in the north, Ipswich in the west and Murwillumbah, south in New South Wales. Students may also express an interest in rural placements throughout Queensland and/or international placements. An expression of interest for these placements does not guarantee a rural or international placement.

Every effort is made to place students within the proximity of their place of residence but this is not always possible.

3.3 Clinical placement allocation

The PPLO from your home campus will email you regarding clinical placement allocations. They may contact you for expressions of interest for placement blocks or agencies, opportunities to swap placements before placements are finalised or notify you when placement allocations are finalised and available for you to view.

It is the student’s responsibility to arrange transport and any other commitments such as childcare and paid employment so they can attend their allocated clinical placements.

**IMPORTANT:** Be prepared for the possibility of having to travel approximately an hour from your ‘home’ campus to your clinical placement. Whilst this is not our preferred method of allocation, it is sometimes necessary to ensure all students are provided a clinical placement to pass the assessment requirements of their clinical course. Inability to drive or lack of a car is not appropriate reason to miss placement.

It is vitally important that you check your Griffith University email account regularly for correspondence from the PPQ. Failure to respond to emails in a timely fashion may result in you missing an opportunity to express an interest in a speciality placement or preference a placement allocation block.
3.4 Cancellation or variations to clinical placements by the University

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

Notification of placement changes by the School will be sent by email. It is for situations such as these that you are advised to check your Griffith email prior to the commencement of placement and regularly whilst you attend placement.

3.5 Student request to change clinical placement

Once clinical placements are allocated and released via the SONIA database, the course clinical placements are considered scheduled and finalised.

If a student would like another placement block, the only option for them is to approach and find another student who is willing to do a direct swap of clinical placement allocations. Any requests to swap placements must be made 4 weeks prior to the commencement dates of the clinical placement blocks involved. A swap request form must be completed and emailed to the Professional Practice Office before the swap will be actioned.

3.6 Student requests to defer a placement

A student cannot request to defer a placement unless the reason fits within the ‘deferred assessment’ criteria. This includes:

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

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

If a student requires a change to a scheduled clinical placement time, they will need to submit an online deferred assessment application along with the relevant documentation supporting their request. The Course Convenor will assess this application.

If the deferred assessment is approved, the Course Convenor will contact the Professional Practice office to discern if there is a viable alternative for the students. Due to the limited availability of clinical placements, it may not be possible to schedule another placement within the trimester.
period and this may then impact on the student’s ability to complete the course in time to enrol in the following clinical course or graduate.

**If the deferred assessment is not approved,** the student’s case will be considered at Assessment Board and this may result in a supplementary clinical assessment or a fail grade for the course.

### 3.7 Overseas placements

Some students may have the opportunity to attend an overseas placement. These may have specific preparation requirements, such as visas, additional immunisations and so forth.

If you undertake a 3979NRS Community Nursing clinical placement in Laos, you will be notified of additional requirements for this placement.

See the Placement Essentials website: [Overseas placements](#)
4. PROFESSIONAL PRACTICE CONSIDERATIONS: BEFORE & DURING PLACEMENT

4.1 Professional behaviour

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

See the Placement Essentials website: Professional behaviour

Any behaviour deemed to be in breach of expected professional conduct may be cause for disciplinary action.

4.2 Fitness for professional practice

It is a Professional Practice responsibility that students reflect on their fitness to practice and assess any risk of impairment. In relation to a person, this means a person who has a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect a student’s capacity to undertake professional practice on clinical placement. (Modified from the Health Practitioner Regulation National Law Act 2009 (Qld)).

Students may become unwell before or during clinical placements. If a student is not fit for practice it is their duty to follow due process for notifications of absence from clinical placement (discussed later and in Appendix D).

Students who use prescribed medication or other substances must ensure this will not impact on their ability to interact with and/or provide safe care for others. This would usually require a discussion with a registered medical practitioner.

It is a requirement that students have a zero blood alcohol level while on clinical placement.

Course Convenors who consider that students are not sufficiently prepared to provide safe care for themselves and others prior to clinical placements have the right and responsibility to prevent students from attending clinical practice. Further information may be obtained from the following document: Inability to complete required components of professional qualification policy

See the Placement Essentials website: Fitness for placement

4.3 Professional personal presentation

Students must adhere to professional dress requirements when attending clinical placement. See Appendix C for details of the uniform requirements.

See the Placement Essentials website: Personal presentation
4.4 Griffith Health Code of Professional Practice

The Griffith Health code of professional practice has further information regarding the processes used to promote appropriate professional behaviour. Further information may be obtained from the following document:

Griffith Health code of professional practice

4.5 Griffith University Name Badges

It is strongly advised that students purchase a Griffith University name badge from the University book shops, in which they can place their first name and year within the name space.

Many facilities including Logan hospital, QEII and PAH have all requested that students wear such badges in order for students to be easily identified by staff and patients.

Name badges may be purchased for approximately $6, with the name insert being created at:

Namebadge Creator

Name Badge Example
5. ON PLACEMENT

5.1 Scope of Practice – see also 9.4

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

It is also important that students make themselves familiar with the scope of practice document developed for each clinical course. This document will be available on the Learning @ Griffith course website.

5.2 Attendance at rostered clinical placement

Students must attend clinical placement as rostered for their clinical placement block and they must be punctual for all rostered shifts.

Public holidays (PH) may or may not be considered a clinical placement day for nursing students, depending upon the locality and health care facility arrangements. Whether or not a student is required to attend placement on a public holiday will be noted in the pre-brief information. The student is not considered ‘absent from placement’ when a public holiday is designated as a non-placement day. In this circumstance, the day is marked ‘PH’ on the ANSAT.

See the Placement Essentials website: Attendance

5.3 Inability to attend the first day of clinical placement

Any student who cannot attend the first day of orientation for a clinical placement block may miss the orientation activities conducted by the facility. The student must notify their absence (as instructed in these guidelines) and seek advice as to the implications of their absence on day one of the clinical placement.

If there is no opportunity for a later orientation, in some cases the student will be removed from the entire clinical placement block. In such circumstances, the student is advised to apply for a deferred assessment for clinical placement.

5.4 Additional Hours

Any additional or ‘extra’ hours completed will not be formally recorded and recognised, unless there is prior approval from the clinical course convenor (CCC).

Such additional hours include any time worked over the maximum required for the placement block, or any additional time worked over the ‘normal’ facility shift time.

5.5 Exams scheduled during clinical placement

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

Students who have a predicted clash between a scheduled exam (due to end of trimester, deferred or supplementary exams) and clinical placement should contact their Course Convenor as soon as they are aware of the situation. If the clash cannot be avoided, the Course Convenor will negotiate and document the minimal amount of time to be missed on the clinical placement, or organise for the student to sit the exam as a School based exam. This arrangement will be then communicated to the Professional Practice Office and Clinical Facilitator. The placement hours recorded on the ANSAT must reflect the absence for the exam.

Should an end of trimester exam, deferred or supplementary exam be held on a Saturday whilst on placement, it is expected that the student attend the assessment as scheduled.

5.6 Students who become ill on clinical placement

A student who becomes ill during clinical placement are required to provide a medical certificate stating they are ‘fit for clinical practice’ prior to or upon their return to placement. They must also comply with the process for notifications of absence from clinical placement (discussed later and in Appendix D).

In particular, students who are afflicted with an episode of diarrhoea and/or vomiting MUST remain absent from placement for a minimum of 48 hours following the last symptoms, or longer in accordance with the policy and guidelines of the facility where they are on clinical placement.

See the Placement Essentials website: Infection control

5.7 Absence from clinical placement

Students must notify any absences from clinical placement – see Appendix D on when and how to communicate such absences.

Absences for medical or compassionate reasons, and l absences for graduate interviews or exam attendance all need to be supported with appropriate documentation (medical certificate or statutory declarations) These are all considered valid absences however they are still subject to clinical completion (see section 6). Unexplained absences or absences without valid reason require clinical completion (see section 6).

In third year where a student is required to attend an interview for a graduate position during a clinical placement, the student is required to email the Course Convenor to request approval for absence from placement. A copy of the interview offer must be attached to the email. If approved as a valid absence, the email from the Course Convenor giving approval for absence must be printed and a copy given to the Clinical Facilitator/Preceptor to be attached to the ANSAT and uploaded into SONIA. The placement hours recorded on the ANSAT must reflect the absence for the interview.
5.8 Financial support when on clinical placement

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

See the Welfare and Student Liaison website: https://www.griffith.edu.au/welfare
6. ABSENCE AND CLINICAL COMPLETION

6.1 Incomplete course clinical placement

If a student does not complete all rostered hours on clinical placement for a clinical course, their Clinical Facilitator / Preceptor should record the final grade as “result withheld” (RW) for the clinical assessment. The Clinical Course Convenor reviews the ANSAT and determines if the student needs to complete additional clinical placement hours in accordance with the clinical completion guidelines.

6.2 Course clinical completion

Clinical Completion is defined as the student’s completion of rostered clinical placement hours for the clinical course. In addition to completed hours the student must have demonstrated competence in the clinical course and achieved a non-graded pass for the clinical assessment.

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

6.3 Clinical completion for a course

An absence of up to one day (8 hours or less) will be allowed for all clinical courses with less than three weeks clinical placement providing the student has been deemed competent.

An absence up to two-days (16 hours or less) will be allowed for all clinical courses with four weeks or more clinical placement providing the student has been deemed competent.

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

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

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

If a student is absent during the clinical completion placement, they may be required to complete written make-up activities (for an absence of one day or less) or complete further clinical completion.

IMPORTANT: Students who have recorded absence within their clinical placement must not ‘add’ extra time to other shifts to make up for this deficit. Therefore students may not work longer shifts and/or shifts not previously highlighted on SONIA and the facility pre-brief.
6.4 Supplementary clinical assessment

If a student fails a clinical placement, they may, at the discretion of the Assessment Board if they have passed other components of the course, be awarded a Supplementary Clinical Placement. This will be scheduled subject to clinical placement availability and may take place during vacation time or the following semester and may impact on the student’s ability to progress or graduate. Supplementary clinical placements will be subject to the same restrictions as other supplementary assessments as per the Assessment Policy.

Please note, the Assessment Policy states, “Further deferment of deferred examinations and supplementary examinations is NOT possible. Students have already been given a significant concession in being awarded a deferred or supplementary examination. Students who are still unable to sit their deferred or supplementary examination because of exceptional circumstances may apply to withdraw after the census date due to special circumstances” (Section 9.4.5).

6.5 Cumulative hours for clinical courses and Registration

During the BN program the accumulated clinical hours of each student will be reviewed periodically to identify those who may have fallen below the predicted hours expected at that stage of the program. This will take into account absences due to public holidays. Where the total number of missed hours exceeds 40, additional clinical placement will be required in five-day blocks, to restore the student’s hours to meet the requirements for NMBA registration.

6.6 BN Program clinical completion

BN program clinical hours are defined as the total of all clinical placement hours for all clinical courses the student has passed. (If a student fails a clinical course the completed course clinical hours do not contribute to total BN program clinical hours, irrespective of whether the course fail resulted from a theoretical or clinical failure).

By the end of their BN program, students are required to meet the standards for registration set by the Nursing and Midwifery Board of Australia (NMBA) (authorised under the Australian Health Practitioner Regulation Agency [AHPRA]) and the Australian Nursing and Midwifery Accreditation Council (ANMAC).

Students need to be aware their graduation from the program may be delayed if they do not achieve program clinical completion prior to the appropriate date notified for graduation in the University’s Academic Calendar.
7. COMMUNICATION

7.1 Email

Email is the University’s formal means of communication with students. All email communication with University staff and clinical agencies should be from your Griffith University email account.

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

Name; Student ID; Course Number (e.g. 2801NRS); Topic

You are reminded that it is important to maintain a professional standard with all email correspondence to University staff and fellow students. Before you click ‘send’, take the time to review the email and ensure it is both respectful and professional.

7.2 Learning@Griffith

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

7.3 Nurses Connect

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

7.4 Social media

Students need to be aware that no information regarding clinical placement can be conveyed through social media. This includes any reference to a healthcare facility, dates and shifts of a clinical placement, photos taken whilst on clinical placement and any incidents or issues while on clinical placement.

You contravene Queensland Health and Griffith University policies regarding confidentiality if you discuss the University, clients, staff or other students on social media sites such as Facebook. The School of Nursing and Midwifery will take breaches of these policies seriously.

See the Placement Essentials website: Social media

The NMBA has a social media policy for nurses: Social media policy
HEALTH & SAFETY

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

All staff and students are expected to:

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

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

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

See the Placement Essentials website: Health and safety; Risk management

8.1 Accidents and injuries - Incident reporting

In the event of an accident, incident or injury you should, where able, initiate first aid treatment if required and/or report to a First Aid Officer who will initiate first aid treatment if required. As outlined in the Immunisation and Infectious Disease policy, this includes exposure to blood or body substances.

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

1. your Clinical Facilitator / Preceptor and procedures of the healthcare facility followed, including completion of any workplace health and safety forms
2. Griffith University via the GSafe system for reporting incidents
3. the Course Convenor (by phone or email).

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

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

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

See the Placement Essentials website: Insurance and public liability
9. PERFORMANCE & ASSESSMENT

9.1 Performance whilst on clinical placement

There are several aspects of professional performance that will be assessed. These include clinical skills and performance, behaviour and fitness for the role.

See the Placement Essentials site: [Your performance]

9.2 Goal setting

Bachelor of Nursing students are required to access a goal setting sheet to take with them on each placement. Students are to complete in their goals for the placement and review the document with their Clinical Facilitator/Preceptor at the start of day one of clinical placement to ensure appropriate goals have been formulated.

Failure to do so will indicate that the student is not adequately prepared and a Formative Review may be initiated.

See the School website to access this document: [Clinical documents]

9.3 Competency standards

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

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

You must be familiar with these standards prior to clinical placement.

[NMBA (2016) Registered Nurse standards for practice]
9.4 Scope of practice

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

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

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

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

As undergraduate nursing students progress through their degree program, their scope of practice will change. The Course Convenor of all clinical courses will be explicit about what constitutes a student’s current scope of practice. Students must work within their current scope of practice and any student who practices outside their current scope of practice may receive a fail grade for clinical placement.

An important part of clinical practice is medication administration. Students must become conversant with the legal requirements and legislation governing medications. Health services have strict policies on medication administration. Students are advised to ensure they read, understand and conform to the School of Nursing and Midwifery’s policy on Administration of Medication by Students on Clinical Placement (refer to Appendix D).

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

9.5 Creating a beneficial learning opportunity

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

- Ensuring they are familiar with the process of assessment of clinical practice
- Completing all preparation for clinical placement including:
  - attending all clinical simulation laboratories
  - setting goals before the start of clinical placement
  - completing all online learning and pre-brief requirements prior to the start of clinical placement and in accordance with the pre-brief requirements
Knowing the limits of their student role and scope of practice

Making themselves known to their practice partner, such as a Registered Nurse/Practice Partner/Buddy

Taking the time to effectively communicate placement goals, personal strengths, expectations, rights and responsibilities

Actively demonstrating that they can work safely and professionally, and are able to make decisions and take actions commensurate to their theoretical preparation and scope of practice

Asking questions and seeking further information in situations which are unfamiliar to them.

Clinical Facilitators/Preceptors and academic staff from the School of Nursing and Midwifery have the right to expect respect from students. They have clinical and theoretical expertise and will be making judgments about students’ clinical performance based on the NMBA National competency standards for the Registered Nurse.

9.6 The Australian Nursing Standards Assessment Tool (ANSAT)

Clinical Facilitators and Preceptors assess the student’s skills and competence during clinical placement using the Australian Nursing Standards Assessment Tool (ANSAT). You should become familiar with the ANSAT prior to the start of your clinical placement.

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


See the School website to access this document: Clinical documents

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

9.7 Placement and ANSAT Completion

It is expected that students complete all requirements for their placement no later than seven (7) days after the completion of their placement block.
Such tasks to be completed by the student within this time are:

- Completion of student reflection
- Student ‘sign off’ on relevant 3 sections of ANSAT
- Uploading of medical certificates (if required)
- Uploading of statutory declarations (if required)

If the student fails to meet such requirements in the seven (7) day time frame, this may be considered a failed placement at the discretion of the course convenor and may require further placement to be undertaken.

9.8 The process of assessment of clinical practice

The student attends the start of placement with well thought out goals, documented on the goal setting sheet. These are discussed with the Clinical Facilitator/Preceptor.

During the clinical placement, the Clinical Facilitator/Preceptor provides feedback to the student on their performance. It is important you listen to feedback, be clear about what is being said and decide what you will do as a result of feedback.

See the Placement Essentials website: [Your performance - Feedback](#)

Midway through your placement, feedback is discussed more formally, using the ANSAT to give you a guide as to your current level of competence and allowing you to reflect on your performance and how you would assess yourself. The completed ANSAT is saved within SONIA for the Course Convenor to review. Further goals may be set at this time to assist in your professional development.

At the completion of your placement, the ANSAT is completed by the Clinical Facilitator/Preceptor. Following discussion, the ANSAT is signed by both parties (Clinical Facilitator/Preceptor and student). The ANSAT may be completed on hard copy or electronically and once signed off is returned to the University (by an appropriate method – electronic or hard copy).

The Course Convenor reviews the ANSAT and determines the outcome of the assessment, which in the majority of cases is that the student has been deemed competent and has satisfactorily completed the clinical placement.

Any absence from clinical placement will lead to ‘Result Withheld’ being marked on the ANSAT. The Course Convenor will determine whether completion of missed clinical hours is required once the ANSAT has been reviewed.

The Course Convenor is responsible for the final decision of the award of a result for the clinical placement assessment item.

9.9 Formative review

If there is an occasion on clinical placement when a student’s performance is not reaching the expected standard, then a Formative Review is initiated. An example of performance that does not reach the expected behavior is when a student does not adhere to the medication administration policy (see Appendix D).
The **Formative Review** is a tool that the Clinical Facilitator / Preceptor, in collaboration with the Course Convener use to guide and support the student to success in clinical placement.

The Formative Review is a constructive, proactive tool that provides:

1: Formative assessment, identifying the specific knowledge, skills or conduct deficit /s

2: A Learning plan to address the identified deficits, including specific outcomes, strategies to achieve those outcomes and a timeframe to be completed

The need for a Formative Review should be identified early in the placement as soon as concerns have been identified to allow the student the maximum time to meet the required standards. This will be done in consultation with the Course Convener and/or the Professional Practice Coordinator and following discussion with the student regarding their learning needs and skill development. The Clinical Facilitator and the student should work together to develop a suitable learning plan to be approved by the Course Convener or the Professional Practice Coordinator. If it is not possible to develop the Formative Review with the student, this task will be completed by the Clinical Facilitator and the Course Convener. It is acknowledged that at times a student’s inability to meet a competency is not evident until the latter part of the clinical placement.

A student who is unable to successfully achieve the plan outlined in the Formative Review and is unable to demonstrate appropriate levels of *knowledge, skills or conduct* within the standards outlined in the NMBA (2016) Registered nurses standard for practice will **fail the clinical placement assessment item**. The student will be notified and asked to attend a meeting with the Course Convener. They may then wish to meet with their campus Program Advisor to discuss future options.

See the School website to download the Formative Review and Anecdotal Notes documents: [Clinical documents](#)

### 9.10 Unsatisfactory performance

If, at any time during the degree program there are reasonable grounds to form the view that a patient/client is at risk you will be immediately removed from the environment.

Consequences of unsatisfactory performance may include:

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

See the Placement Essentials website: [Unsatisfactory performance](#)
9.11 Student concerns whilst on clinical placement

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

If your concerns have not been resolved after discussion with your Course Convenor, please raise your concerns with your campus Program Advisor. There are processes for further appeal should the channel of communication outlined above not resolve student concerns and these can be discussed with your Program Advisor.

See the Placement Essentials website: Support

See the Placement Essentials website: Harassment and discrimination

Further information may be obtained at: Student Review and Appeal

9.12 Feedback about clinical placement

Bachelor of Nursing students will be provided with evaluation forms following each clinical experience. Students will be asked for feedback on their Clinical Facilitator/Preceptor and the facility (ward/unit) at which they were placed. This is an important way for students to rate and offer constructive feedback about their experience.

We are grateful for and appreciate feedback. The Professional Practice Office will use feedback constructively and endeavour to address any areas of concern identified by students.
Appendix A: Professional Practice Office (PPO) Structure

PPO Director

Nathan PPC
Professional Practice Coordinator
nathannursingcpo@griffith.edu.au

Logan PPC
Professional Practice Coordinator
lgnursingcpo@griffith.edu.au

Gold Coast PPC
Professional Practice Coordinator
gcnursingcpo@griffith.edu.au
Appendix B: Clinical placement supervision models

**Facilitated placement (referred to as the ‘Clinical Facilitator model’)**

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

**‘Cluster model’**

Students are allocated to a CF, as in a facilitated placement, but the group comprises twelve to sixteen students. The RN or EN ‘buddied’ with the student has a greater responsibility for the student. There is less CF-student interaction and the CF collates the assessment with feedback from the buddy.

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

**‘Preceptor model’**

Students are assigned to one specific Registered Nurse, who is known as a preceptor, and is employed by the health care facility. The RN mentors the student and assesses their performance for the entire clinical placement. The student works the same shifts as the Preceptor. In some situations, more than one preceptor is assigned.

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

**Integrated Professional Practice Model (IPPM) OR 24/7 Model**

The Integrated Professional Practice Model (IPPM) is a preceptor style model with students being assigned to one specific Registered Nurse, who is known as a practice partner or preceptor, and is employed by the health care facility. A student may be assigned to more than one RN because many nurses work part time hours. Students are supervised, mentored and assessed by their practice partners, who in turn are supported and mentored by clinical associates.

This model is used at some facilities during the third year of the BN program, usually in the second semester. It provides a realistic nursing experience for graduating students as students are incorporated into a 24 hour, 7 day per week roster, including public holidays. While students work a 40-hour week across the 7 days, including several night shifts, they find themselves to be more ‘work ready’ at the completion of this placement and are highly regarded by facility staff.
Appendix C: BN Uniform Requirements

Bachelor of Nursing Uniform Requirements

Uniforms
- Griffith student ID Badge is to be carried with you at all times or worn and visible at all times. Plastic sleeves and clips for ID are available for purchase at your campus bookstore.
- Students in the School of Nursing and Midwifery are required to wear the School uniform at all times on placement.
- The uniform comprises the following:
  - Navy blue Griffith University ‘Nursing’ polo shirt (as shown in the images above). These are available for purchase at your campus bookstore.
  - Tailored black or navy long pants. Knee length black or navy skirts are also allowable for female Nursing students.
- No Jeans
- No ¾ Pants
- No scrub pants
- No tight pants or skirts
- No leggings

Footwear
- Closed in black shoes. Shoes need to be leather (or simulation) so as to be easily cleaned after body fluid spills, and to reduce risk such as needle stick injury.
- No canvas shoes
- No open toed shoes
- No ballet flats
- No trainers/runners with mesh (shoes acceptable if completely black or navy and leather (or leather like).

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

Jewellery
- 1 pair of earrings allowed (plain studs only)
- A single flat wedding ring/band may be worn but must not interfere with effective hand hygiene practice.
- No wrist watches or rings (except for the above).
- Facial piercings MUST be removed.

Bare below the elbows
Due to hospital policy and infection control best practice, all students must be bare below the elbows. This includes long sleeves, wrist watches, and rings.

Please note that NO exceptions are made to this rule for students of different cultural or religious backgrounds.
Uniform Variations

‘No Uniform’ on some Mental Health Placements (Smart Professional Attire)
Only worn if pre-brief stipulates No Uniform

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

Cultural Considerations
The below points are appropriate ONLY for students observing cultural & religious practices.
- Long-sleeved, cotton Black ‘skivvy’ may be worn under the approved uniform shirt. Students will be required to roll the sleeves up when performing clinical procedures and to maintain asepsis in all areas.
- Full shirts (to the floor/ankle) are not permitted as clinical placement uniform.
- Plain Black/Navy Blue or White head covering/hijab/headscarf/jilbab may be worn. It must be light weight fabric, tucked and pinned to hold in place, and MUST be tucked in the shirt at all times.
- Burka, Khimar and Sitaras are not permitted to be worn on clinical placement.
- Plain Black/Navy Blue or White patka/keski turban may be worn.

Fully Enclosed Shoes
Navy Blue or Black fully enclosed leather (or leather like) shoes, with non-slip soles, are the uniform requirement.
Footwear should be clean and without any visible dirt.
Appropriate footwear as described is to be worn for all laboratory sessions and on all clinical placements.

The following pictures are examples of footwear that are not appropriate while wearing uniform in laboratory sessions or on clinical placement.
Appendix D: Notification procedures for absence from clinical placement

Students who are absent from clinical placement 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) which covers each day of missed clinical placement must be uploaded into the SONIA database. A copy is given to the Clinical Facilitator/Preceptor for attachment to the ANSAT. The original document is kept by the student and filed in their Health Records Folder.

1. **Notify absence each day of every clinical placement**
   - **Phone**
     - Clinical Facilitator/Facility/Ward as documented in the pre-brief or as arranged on Orientation Day
   - **Email**
     - Professional Practice Office and Course Convenor at your campus to advise absence
   - **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 required**
     - signed by a Justice of the Peace for any absence from Clinical Placement (other than if Medical Certificate presented)
   - **Scan document and upload into the SONIA database**
   - **File original document into your Health Records Folder**
ADMINISTRATION OF MEDICATIONS BY STUDENTS ON CLINICAL PLACEMENT

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

Theoretical Preparation

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

Scope of Practice

Following relevant theoretical and practical preparation, students may prepare and administer medications under direct supervision only, of either a Registered Nurse (RN) employed by the healthcare agency, or their RN Clinical Facilitator or RN Preceptor. The supervising Registered Nurse or Clinical Facilitator/Preceptor remains legally responsible for the administration of the medication.

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

Direct Supervision

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

Schedule 8 Drugs

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

The Clinical Facilitator/Preceptor must be aware of each healthcare agency’s policy on administration of medication by students and to comply with that healthcare agency’s policy if the University policy is different.
Appendix F: Concerns whilst on clinical placement

Student Concerns

- RN Buddy issues
  - Speak with Clinical Facilitator

- Clinical Facilitator/Preceptor conflict or other issues
  - Speak with Clinical Facilitator

- Facility concerns
  - Speak with Clinical Facilitator

Speak with Course Convenor and/or Professional Practice Coordinator at your campus
Appendix G: Undergraduate Scope of Practice

Undergraduate student nurses’ scope of practice
School of Nursing & Midwifery

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

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

Students responsibilities for learning in the clinical area
1. Students are legally and ethically responsible for the care that they provide
2. Students are responsible for being prepared for learning by completing all ‘fit for practice’ requirements by the due date
3. Students are responsible for completing the allocated pre-brief for clinical placement
4. Students are responsible for completing the health facility orientation
5. Students are responsible for completing the assessment before workplace learning
6. Before performing a nursing procedure, the student is responsible for reviewing the health organisation’s policy & procedural information until they are very familiar with the clinical skill and can explain the procedural steps in their own words

Year 1 Bachelor of Nursing student learner
First year students do not
- administer any medications intravenously
- administer S8 medications
- carry out invasive interventions/procedures
Theoretical studies in Year 1 focus on:
- nursing as a professional health discipline, nursing assessment, developing therapeutic relationships, and undertaking essential nursing care
The learning concepts and content of the Bachelor of Nursing (BN) scaffold across the three years of study

Year 2 Bachelor of Nursing student learner
Second year students do not
- administer S8 medications intravenously
- carry out complex invasive interventions/procedures e.g. CVAD dressings
Theoretical studies in Year 2 focus on:
- assessment and planning, delivery of simple invasive procedures, and understanding the nursing care of people living with different diseases
- care of the person with an acute illness
- care of the person with a chronic illness including mental illness
- care of the child and family

Year 3 Bachelor of Nursing student learner
Third year students do not
- carry out complex invasive interventions/procedures without direct supervision e.g. CVAD dressing
Theoretical studies in Year 3 focus on:
- evaluation of nursing care and incorporates second and first year knowledge, skills and abilities
- care of the person with complex needs
The learning concepts and content of the Bachelor of Nursing (BN) scaffold across the three years of study

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

Bibliography:
Certificate of Completion

BN Professional Practice Policy & Guideline

I have read and understand the 2017 BN professional practice policy and guideline.

I agree to the various points addressed in the 10 sections of the document, which include:

1. ☐ INFORMATION
2. ☐ PREPERATION FOR PROFESSIONAL PRACTICE
3. ☐ GETTING READY FOR YOUR PLACEMENT
4. ☐ PROFESSIONAL PRACTICE CONSIDERATIONS: BEFORE & DURING PLACEMENT
5. ☐ ON PLACEMENT
6. ☐ ABSENCE AND CLINICAL COMPLETION
7. ☐ COMMUNICATION
8. ☐ HEALTH & SAFETY
9. ☐ PERFORMANCE & ASSESSMENT
10. ☐ APPENDIX

I further understand that the BN professional practice policy and guideline will be used by all relevant school of Nursing and Midwifery staff, when decisions are made regarding my professional practice.

Name: ________________________________ Student Number: __________________________

Please ‘check off’ the 10 boxes above to demonstrate you have read and understood each section. Then write in your name and student number above, save this completed certificate page and upload along with your mandatory requirements within the SONIA database.