



Professional Practice Information Manual



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Clinical Education Unit
School of Health & Rehabilitation Sciences
www.shrs.uq.edu.au/clinical-educators

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What is this resource?

The following information is relevant to students undertaking professional practice experiences as part of the SHRS professional programs. This resource provides details of common SHRS information and is to be used as an adjunct to profession specific resources provided through course materials and learning resources. Students are required to read and adhere to the information set out in this resource.

Why do students need to read this resource carefully?

This resource contains information related to professional practice experiences. It provides details on the following to inform students and assist with their transition from academic learning to professional practice learning:

- Expectations for students, including UQ Policies and procedures
- The Clinical Education Unit (CEU)
- SHRS Requirements
- Preparation for professional practice experiences

Expectations for students undertaking professional practice experiences

SHRS Directive on completion of clinical placements

The following statement refers to requirements and responsibilities applicable for the duration of the SHRS professional programs.

Pre-requisites: In line with SHRS Program Rules, students are required to meet and maintain a valid Senior First Aid (including CPR) certificate and fulfil any other obligations defined by legislation or organisational requirements (e.g., Blue Card, Yellow Card, OHS and criminal history clearance) over the duration of their programs. Students are also required to provide proof of immunity status, which may include evidence of susceptibility, immunization or serology, prior to course commencement. Further details of immunization requirements and process for compliance are available at <http://www.shrs.uq.edu.au/important-documentation>. Certain placement organisations require students to undertake in-house orientation activities prior to the placement (e.g., SHRS Occupational Health and Safety Induction, Queensland Health Orientation Package, etc.) and students are also bound to complete these. Students who have not satisfied the above requirements prior to the beginning of clinical placements will not be permitted to undertake any scheduled clinical placements within the associated course. Failure to complete clinical placements in their entirety may result in failure of the associated course.



Allocation of Clinical Placements and Placement Locations: Course Co-ordinators and/or Clinical Education Liaison Managers (CELMs) will allocate students to clinical placements. In some courses, students will be requested to provide information concerning their preferred clinic type and location. In other courses, no such student input will be able to be accommodated. However, all

allocations for placements will be made with due consideration given to equity of opportunity and students' prior clinical learning experiences to ensure all students will meet the relevant society membership and/or registration requirements associated with clinical practice in Australia.

Students may be routinely placed at clinics within Brisbane and the greater Brisbane area, including the Sunshine Coast to the north, the Gold Coast/Tweed Heads to the south, Redland City to the east, and Toowoomba to the west. For clinical experiences longer than one day's duration ('block placements'), students must be prepared to travel anywhere within Queensland (including rural/remote locations) and may be required to travel interstate.

International placements will not be routinely arranged for students, but may be offered as opportunities arise and as relevant to each student's individual circumstances. Any such opportunity must be negotiated through the CELMs and will be subject to appropriate legal arrangements and supervision requirements. Note: All students being considered for an international placement must display an acceptable prior level of performance in the program and the Course Co-ordinator and/or CELM must approve the timing of the placement. In addition, should an official travel warning be issued by the Australian Government relevant to a potential international clinic site, such a placement will not be permitted or will be cancelled if already planned.

Funding of Clinical Placements: Students will self-fund all personal expenses for all clinical placements. This includes, but is not limited to, travel, accommodation, meals, visas, and costs of living. The University will not reimburse any student for any such expenses. Students are strongly encouraged to make the necessary financial, carer, and part-time work arrangements at the earliest opportunity in order to self-fund their placements.

On occasion, the CELMs may become aware of scholarships, grants, subsidies, and accommodation options available to support students on clinical placements. Information on how to obtain this support will be made available to students through the relevant CELMs.

Preferential Placements and Changing of Allocated Placements: Only the Course Co-ordinator and/or CELM can provide a student with a preferred clinical placement or change a student's clinical placement. Only **three** conditions will be considered as valid reasons for preferentially placing a student or changing a student's placement:

1. Medical. In these cases, the student may be required present a valid medical certificate to the Course Co-ordinator and/or CELM.
2. Carer responsibilities (such as for young children or chronically ill family members). In these cases, the student must sign a Statutory Declaration stating their situation. Such declarations must be completed in the presence of a Justice of the Peace. This service is available at the Student Centre in the JD Story building (Building 61a). As a Statutory Declaration is a legally binding document, there can be serious consequences and/or penalties at law for anybody who knowingly makes false or dishonest statements.
3. Special circumstances to be considered on a case-by-case basis (e.g., elite athletes, cultural issues). In these cases, the students may be required to sign a Statutory Declaration as described above.

The presence of medical, carer, or special reasons does not guarantee the student will be given a preferential or changed clinical placement. If deemed appropriate, every reasonable effort will be made to accommodate the student's individual needs.

For students seeking special consideration, the Course Co-ordinator and/or CELM can request the student seek assistance from the relevant representative in the SHRS Student and Academic Support Unit (SASU) and/or from UQ Student Services, Student Health on Campus. The University offers many types of assistance including assigning the student a Disability Advisor.

The presence of conditions other than those listed above – such as the student's residential address relative to the clinical placement address, or whether the student works part-time/full-time outside of his or her university commitments – will not be accepted as reasons for providing preferential clinical placements or changing a clinical placement.



Failure to attend single/multiple clinical placement sessions: Students must attend all of their allocated clinical placements, as per UQ policy PPL3.10.04

(<https://ppl.app.uq.edu.au/content/3.10.04-placement-courses>). Failure to attend an allocated clinical placement session may result in missed learning opportunities, lower performance outcomes and the Course Co-ordinator awarding the student a failing grade for the associated course. The Course Co-ordinator may also require the student to make up any missed clinics and/or arrange for the student to attend a replacement clinic in the event of a scheduled clinical placement becoming unavailable. Only **two** conditions will be accepted for a student failing to attend a clinical placement session:

1. Medical. In these cases, the student may be required to provide a valid medical certificate to the Course Co-ordinator and/or CELM.
2. Legitimate, non-medical events (e.g., bereavement, private matters, elite sporting commitments). In these cases, the student may be required to provide documentary evidence or sign a Statutory Declaration stating their situation and acknowledging their awareness of the consequences of non-attendance. Such declarations must be completed in the presence of a Justice of the Peace. This service is available at the Student Centre in the JD Story building (Building 61a). As a Statutory Declaration is a legally binding document, there can be serious consequences and/or penalties at law for anybody who knowingly makes false or dishonest statements.

For students meeting either of the above conditions, the Course Co-ordinator/CELM can request the student seek assistance from the relevant representative in the SHRS SASU and/or from UQ Student Services, Student Health on Campus. The University offers many types of assistance including assigning the student a Disability Advisor.

The presence of conditions other than those listed above – such as the student's residential address relative to the clinical placement address or whether the student works part-time/full-time outside of his or her university commitments – will not be accepted as reasons for failing to attend an allocated clinical placement session.

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Please note information on some sections of this directive is expanded later in this manual.

Course specific information

Each course has specific information, expectations and resources associated with it. Please refer to Electronic Course profiles (<http://www.uq.edu.au/study/>) and profession specific information for details.

Enrolments

All students must be **enrolled** in the correct courses before commencing professional practice experiences - students not correctly enrolled will not be able to attend. Students are responsible for ensuring correct and up to date enrolment.

Professional practice experiences outside of Brisbane

SHRS students as part of their academic program undertake professional practice experiences, including block placements, in a range of professional sectors and settings. This may include travel outside of Brisbane or placements in locations throughout Queensland. Interstate and international opportunities may also exist. Students should be aware that they are expected to self-fund the costs associated with travel, accommodation and living for the duration of the professional practice experience. The University does not provide funding assistance but on occasion becomes aware of scholarships, grants, subsidies and accommodation options available to support students. Information on how to obtain this support will be made available to students through the Clinical Education Liaison Managers (CELMs) relevant to each profession.



To ensure students are appropriately covered by insurance policies, they may be required to complete a [Travel Notification Template](#) (Microsoft excel file) to provide necessary information to UQ insurance. Students will be advised by CELMs in which circumstances the form is required to be completed (refer to relevant Blackboard site). Students completing a placement outside Australia need to complete an [International Student Placement Form](#) at least 14 days before the placement starts.

Professional image and behaviour

As a representative of The University of Queensland and chosen profession it is important that students maintain and project a professional image at all times when undertaking professional practice activities. This includes giving attention to dress and attire, communication (including nonverbal) and the use of technology and social media during professional practice.



Students are expected to refer to policies on:

- Expectations and responsibilities during professional practice placements as displayed in the policy and procedure library (PPL) <https://ppl.app.uq.edu.au/content/3.10.04-placements-coursework-programs>
- Student charter <http://ppl.app.uq.edu.au/content/3.60.01-student-charter>
- SHRS specific information, including responsibilities associated with adherence to requirements for professional practice and program rules ([refer to SHRS Requirements](#))

- Profession specific codes of conduct (refer to profession specific information on <http://www.ahpra.gov.au/> or <http://www.speechpathologyaustralia.org.au/library/Ethics/CodeofEthics.pdf> or <http://www.audiology.asn.au/>)

Each profession may have a designated uniform or dress code. Please refer to profession specific information if available. Students are required to self-fund the provision of their uniform or appropriate dress. As general guidelines, with consideration of workplace policies and legislation the following applies to maintaining a professional image:

- All clothing must be well fitting and not expose cleavage, midriffs or buttocks, or large exposed areas of skin. Be aware of 'gaps' forming when bending or reaching (tuck it in or wear a belt)
- All clothing should be clean and tidy without creases
- Shoes should be fully enclosed, low heel and non-skid sole
- All students should have good personal hygiene and be well groomed with hair tied back if longer than shoulder length
- Jewellery should be minimal (some facilities may have no-jewellery policies)
- If wearing a layer of clothing over a uniform this must be an appropriate colour to match and not interfere with infection control guidelines
- ID badges must be visible at all times
- Communication should be adapted to the context in which students are engaged. The use of social media may not be appropriate and students are reminded to maintain confidentiality, respect and professional communication when interacting on a professional practice experience.

Privacy

At times CELMs will release details of student professional practice experiences via Blackboard, to enable students to plan their travel and other clinic arrangements with other students placed at the same facility. If students have any concerns about their professional practice experiences information being released via blackboard, please contact the relevant CELM staff.

Responsibilities

Students will –

- participate fully in the learning process, taking initiative and responsibility for their own learning (this includes attending any briefing sessions required prior to the professional practice experience)
- uphold standards of professional behaviour
- be present during normal working hours and duties, as practised by the professional practice supervisor, or as negotiated prior to the professional practice experience
- take responsibility for their personal belongings

- immediately and courteously advise the professional practice supervisor, the academic supervisor and the CELMs of any difficulties associated with the continuation of the professional practice experience
- students are advised to notify CELM staff in the event of an injury, illness or any limitation to them engaging fully in professional practice requirements. CELM staff are available to assist students in these cases. If required, CELMs may commence a risk assessment process to ascertain the student's fitness for practice, including the completion of the '**FITNESS TO UNDERTAKE CLINICAL PRACTICE**' form.
- prior to the professional practice experience commencing, notify the faculty or school and the placement organisation of any pre-existing conditions that may impact on their professional practice experience, such as part-time work, personal commitments, health / disability issues
- adhere to any and all –
 - legislative requirements
 - occupational health and safety and security requirements
 - other workplace policies and procedures
 - confidentiality requirements



In addition to the above policies, UQ Student Services (<http://www.uq.edu.au/student-services/>) provides free support, services and facilities for students with a disability, illness or injury at UQ. Students are encouraged to use the support mechanisms available at UQ to support their participation in course requirements and learning activities.

Policies

UQ Policies and Procedures (PPL)

It is expected that students (and staff) are familiar with all UQ policies found within the Policy and Procedure Library (PPL) <http://ppl.app.uq.edu.au/>. Some of the policies most relevant to professional practice experiences are listed below. Details of expectations for students, when undertaking a professional practice experience, are contained within the PPL for Placement courses and are detailed below. Please refer also to specific course or profession specific documents which may be provided by the CELMs.



- [Insurance](#)
- [Placement courses](#)
- [Student Charter](#)
- [Placement agreements](#)
- [Travel](#)
- [Plagiarism](#)
- [Intellectual property](#)
- [Occupational Health & Safety](#)
- [Work Off-Campus Safety](#)

Occupational Health and Safety

Staff and students have a responsibility to abide by policies within Occupational Health and Safety. The following link provides information to students and staff about the requirements: <http://www.uq.edu.au/ohs/>

The University has a Risk Management database to manage risk assessments which contains information related to the specific clinical activities that involve student participation. Staff and students are required to read the relevant risk assessments on the database. The database is for use by University of Queensland staff and students only and can be accessed at the following link:

<http://www.uq.edu.au/ohs/index.html?page=29960>

Course Coordinators and CELM staff will refer students to specific sections of the database as required throughout the program. Risk assessments directly related to clinical placements include:

48859 Clinical Placements – SHRS Students (Rural/Regional/Interstate)

26414 Clinical Placements – SHRS Students (Metropolitan Brisbane)

25454 International Clinical Placement – SHRS Students Developed Country

25171 International Clinical Placement – SHRS Students Developing Country

All SHRS students should read the risk assessments and review as relevant throughout their program.

The Clinical Education Unit (CEU)

The Clinical Education Unit (CEU) is located on Level 4 of Seddon Central (82B). As the CEU has swipe card access only, when arriving at the glass door please use the internal phone to contact the relevant staff member from the list of contact numbers displayed beside the phone.



Clinical Education Liaison Managers (CELMs) manage and oversee all aspects of professional practice experiences. These staff members provide training and support to both students and clinical educators and are the interface between the academic and professional practice learning undertaken by students. CELMs can be contacted on the details below. Students are encouraged to contact the CELMs to discuss any challenges that may affect their ability to engage in professional practice activity. Appointments are necessary if students seek to meet with CELM staff.

Physiotherapy - Tel: 07 3365 2012 / 3365 4508

Occupational Therapy - Tel 07 3365 8206 / 3365 4518

Speech Pathology/Audiology - Tel 07 3346 7463 / 3365 3164

All administrative or general clinical education enquires can be directed to the CEU administrative assistant, either by phone 07 3365 4516 or e-mail adminshrs@uq.edu.au.

In addition the SHRS website has specific information pertaining to clinical education and can be accessed by students, clinical educators and staff on the following link <http://shrs.uq.edu.au>

SHRS Student and Academic Support Unit (SASU)



SASU Staff are available to assist with various administrative tasks, including compliance with SHRS Requirements (see sections below). Clinical requirement documents are submitted through your Blackboard Community website. SASU staff are located on Level 3 in the Therapies Annex (Building No 84A) and can be contacted on:

enquiries.shrs@uq.edu.au

www.shrs.uq.edu.au/shrs-student-unit

Remember to retain copies of all documents; students may be required to provide again during their professional practice and for future personal use (for example, employment or travel).

E-Learning(Bb)

Students are reminded to access the university e-learning system frequently to obtain information relevant to professional practice experiences. The details for specific Bb sites will be passed on to students by the CELMs or course coordinators within each profession.
<http://www.elearning.uq.edu.au/>

SHRS Requirements

Professional practice placements occur within both university clinics and external organisations. The University of Queensland has placement agreements with each external organisation outlining the terms and conditions associated with student professional practice placements. Many of these agreements require students to adhere to certain requirements. In addition there are specific legislation requirements that students must adhere to. As such, SHRS has a number of prerequisites that students must undertake and provide evidence of completion. For a complete list of SHRS requirements specific to professional practice please visit your Blackboard Community website under the Document Resources link. <http://www.elearning.uq.edu.au/>

Alternatively these documents can be found on the School website:

<http://www.shrs.uq.edu.au/important-documentation>

It is compulsory for all SHRS students to comply with all SHRS Requirements by the end of their first semester of study and to ensure their compliance is maintained throughout the duration of their program. The School sends out reminder emails every six weeks to show your document status.



Students are responsible for monitoring their adherence to the SHRS requirements. A [SHRS Requirements Self Record](#) has been provided to assist with this process and should be completed by the students as requirements are met.

Students who do not comply with these requirements will **NOT** be permitted to attend professional practice experiences. This will delay (or prevent) the completion of studies and subsequent graduation.

The following information details the process for completion of SHRS requirements.

1. Confidentiality Statement

This requirement must be completed once only.

The requirement:

The School of Health and Rehabilitation Sciences of The University of Queensland requires students read and agree to a confidentiality statement prior to commencing professional practice.



How to meet this requirement:

Please complete the attached form entitled: [SHRS Confidentiality Statement](#).

Students that understand and are in agreement with the statement, should sign it in front of a witness and submit the signed statement to Student and Academic Support Unit (SASU). Students should retain a copy for their own records.

2. Occupational Health and Safety Induction

This requirement must be completed once only.

The requirement:

SHRS requires that students undergo an occupational health and safety induction prior to commencing academic and professional practice training. This induction will be offered to students within the first weeks of their program.

How to meet this requirement:



[Read the SHRS OHS Induction Powerpoint](#)

Read relevant risk assessments on UQ Risk Management Database (see SHRS OHS Induction Powerpoint above for list)

Read Guideline: [OH&S in the Laboratory](#) (Undergraduate Students)



Please complete the form entitled: [Student Safety Declaration Form for Practical Class Work](#) (also provided on the final page of the above guideline). When completed, submit to SASU. Students should retain a copy for their own records.

3. First Aid and Cardio-Pulmonary Resuscitation (CPR) Certificates

Students must have a current First Aid and CPR certificate. First Aid certificates are current for 3 years. CPR certificates are current for 1 year only.

The requirement:

SHRS requires that students obtain and maintain up-to-date, first aid and cardio-pulmonary resuscitation (CPR) certificates prior to commencing professional practice.

How to meet this requirement:

Students must complete, at their own cost, a first aid and CPR course from a **Registered Training Organisation (RTO)**.



This course must accredit the following training unit:

HLTAID003 Provide First Aid

This unit includes the following modules:

HLTAID001 (Provide CPR)

HLTAID002 (Basic Emergency Life Support)

HLTAID003 (Provide First Aid)

HLTAID003 Provide First Aid accreditation will be valid for three years on the condition that students renew their HLTAID001 (Provide CPR) accreditation yearly. Every three years, a refresher course covering all content of HLTAID003 must be completed.

Submit completion and reaccreditation certificates to SASU. Students should retain a copy for their own records.

4. Immunisations



As future Health Care Workers, students enrolled in programs offered by SHRS are **REQUIRED** to provide evidence of their immunisation status for the diseases listed below. This list is supported by the Australian Handbook of Immunisations, The University of Queensland policy on Immunisations 2.60.08 and Queensland Health policy

<http://www.qld.gov.au/health/conditions/immunisation/occupational/index.html#health>

- *Poliomyelitis*
- *Diphtheria*
- *Tetanus*
- *Pertussis (Whooping Cough)*
- *Measles*
- *Mumps*
- *Rubella*
- *Chickenpox (Varicella)*
- *Influenza*
- *Hepatitis B*
- *Tuberculosis(TB)*

Please consult <http://ppl.app.uq.edu.au/content/2.60.08-vaccinations-and-immunisation> for information regarding immunisation guidelines.

Other vaccines may be indicated in specific circumstances such as undertaking professional practice experiences in locations where certain diseases are more prevalent. Students are responsible for seeking medical advice for applicable diseases not covered by SHRS requirements.



Students must have a medical practitioner complete the [SHRS immunisation record](#) as evidence of adherence to SHRS immunisation requirements this can be arranged through the University Health Service www.uq.edu.au/healthservice/ or their own GP. *Please note **students are responsible for managing any costs associated with completion of immunisations.***

Once the SHRS immunisation record is complete, students must submit this to SASU. It is important that records are submitted by the required due date (refer to individual programs for specific details regarding dates). It may be necessary for students to submit updates to this record, as not all immunisations may be completed at once.

NOTE: *Influenza* vaccination is usually available in the autumn of each calendar year. Students may submit their influenza immunisation evidence separately from their immunisation record if required.

Students should retain a copy of their immunisation details for their own records.

5. Queensland Government 'Blue Card'

Students must have a current Blue Card. Each Blue Card is valid for 3 years from the date-of-issue.

The requirement:

The Queensland Government (Public Safety Business Agency {PSBA}) requires that students complete, and maintain, an up-to-date police check prior to working with children during academic training and professional practice experience. If cleared, the Queensland Government will issue students with a 'Blue Card', which students must keep on their person at all times whilst working with children.



How to meet this requirement:

Please complete the application form entitled: [Blue card application and renewal form](#).

Students will need the assistance of SASU staff on Level 3 of the Therapies Building. Staff must sight student identification documents and complete section 1 of the application. Once students have completed and submitted the application to the SASU, staff will post to the Public Safety Business Agency (PSBA) for processing. Students must immediately inform SASU if their application for a blue card is rejected.



If students already have a valid Blue Card then they must complete the following form [Confirm a Valid Blue Card](#) with the assistance of SASU to ensure that the requirements are met to carry out professional practice.

Please note that as a student, the application will be processed free of charge. Standard processing time is 28 working days. Students are able to contact the Blue Card Contact Centre on 1800 113 611 or 3211 6999, if they have any queries.



Please check <http://www.bluecard.qld.gov.au/> for the latest information.

Renewing the Blue Card

The Public Safety Business Agency will send a reminder to students 16 weeks before their Blue Card expires to **the address given on the original application**. Students are responsible for responding to this reminder and renewing their Blue card. If students change their address, they will not receive a reminder and may be at risk of not having a current blue card. Compliance with the Blue Card policy <http://www.bluecard.qld.gov.au/pdf/infosheets/Information-Sheet-Rights-and-obligations-of-blue-card-holders.pdf> requires students to inform the Commissioner if their name or contact details change within 14 days of any change.

Following amendments to the Commission's Act effective 31 May 2006, students can continue to carry on a regulated activity after the expiry of their Blue Card, provided the card was not suspended or cancelled and a renewal application was lodged at least 30 days prior to the expiry of the card. For this reason it is important that students apply for the Blue Card renewal **BEFORE** the current Blue Card expires to ensure that they are covered for professional practice.

The renewal application will need to be completed with the assistance of SASU. Renewal applications are still subject to the standard 28 working day processing time and no 'fast tracking' is available.

Students should retain a copy of documentation for their own records.

6. A Commonwealth of Australia Statutory Declaration

This requirement must be completed once every two years.

The requirement:

To support the above requirements, students must complete a Commonwealth of Australia statutory declaration declaring that since turning 16 years of age, they have either been a citizen or permanent resident of a country/countries other than Australia or they have never been a citizen or permanent resident of a country/countries other than Australia; and that they have never been convicted of murder or sexual assault or convicted of, and sentenced to imprisonment for, any other form of assault.



How to meet this requirement:

Please complete the form entitled: [Statutory Declaration](#).

NOTE: This form must be witnessed by an appropriate person (e.g. a Justice of the Peace).

Please submit the completed form to SASU. Students should retain a copy for their own records.

7. Queensland Health Orientation

The requirement:

Queensland Health (QH) and The University of Queensland have a legal contract covering student attendances at QH facilities. This contract requires that students read and agree to several statements regarding policies, acts, processes and guidelines.

It is a legal requirement that all students, in preparation to undertake professional practice experiences in a Queensland Hospital and Health Service facility, complete an online student orientation and sign a student deed prior to commencing professional practice. This needs to be completed within the first semester of study at UQ and is an SHRS requirement.

The content of the orientation will familiarise students with the important requirements for professional practice in Queensland Hospital and Health Service facilities. The orientation will also give insight into how the Queensland public health system operates, the organisation's values and will provide important information to assist during professional practice experiences.



How to meet this requirement:

To complete the requirements, visit <http://www.health.qld.gov.au/employment/clinical-placement/requirements/student-orientation/default.asp>. This website will provide mandatory reading sections and non-compulsory (e.g. 'Planning your placement') reading sections. Students are

required to read, understand and complete the relevant sections within the Student Orientation Requirements.

Students must submit to SASU the following:



- 1. Student Orientation Checklist**
- 2. Student Deed Poll (UQ version)**

Although signed and submitted once only to SASU, students are advised to revisit the student orientation website and familiarise themselves with the current information provided, prior to each placement commenced within QH. This will ensure students are familiar with all current policies and acts which may affect professional practice placements. Students should retain a copy for their own records.

Additional Queensland Health requirements

The following NEW Queensland Health training requirements are compulsory from **1st January 2015**.



How to meet this requirement:

To complete the requirements, visit: <http://www.health.qld.gov.au/ahwac/html/ahst.asp>.



Follow this link to the evidence record which you need to maintain throughout your clinical course. Present this completed evidence record and certificates to your Queensland Health clinical educator on commencement of every QH placement.

<http://www.health.qld.gov.au/ahwac/docs/cet/evidence-record.pdf>

Please note the following important points:

- UQ understands that Queensland Health staff will be instructed to send students home if they are not able to present evidence of having completed the above training.
- UQ will not be monitoring your completion of the above training requirements.
- SASU will continue to monitor existing Queensland Health requirements (student deed and orientation checklist).
- The completed training module will take between 7- 8 hours of your time.
- Components listed in section 2 on the evidence record (link above) are to be completed annually.

Additional requirements

Only students completing professional practice experiences at certain services or facilities are required to meet these additional requirements. Students may wait until notified that they will be placed at one of these facilities before completing these requirements.

Yellow card

The requirement:

Some professional practice placements in the area of Disability Services (such as the Department of Communities, Child Safety and Disability Services or Cerebral Palsy League) require students to hold a Yellow Card. Students who hold a valid Blue card are exempt from needing a Yellow Card and must complete documentation to apply for exemption.



How to meet this requirement:

An authorisation form to confirm a valid Blue Card must be completed prior to commencing the professional practice experience. Please complete the form [Confirm a Valid Blue Card](#). This must be submitted to the placement facility prior to starting the professional practice experience. Please contact the Clinical Educator to make arrangements to complete this form prior to the commencement of professional practice. Students should retain a copy for their own records.

Criminal History Screening / Police Check

The requirement:

The Aged Care Act 1997 requires all students to undergo a national criminal history record check or screening (a police check) before being placed at an Australian Government subsidised aged care service (facility), including:

- Residential aged care,
- Community aged care services under the Act: Community Aged Care Packages (CACP), and
- Flexible care services under the Act: Extended Aged Care at Home (EACH) and Extended Aged Care at Home Dementia (EACHD) packages, Multi-Purpose Service places and Transition Care.

Criminal History Checks may be required at other placement locations. If a criminal history check is a requirement of your placement:

There are two options for your national criminal history check (different to Blue Card). It can be completed through the Queensland Police for approximately \$52. The processing times at QLD Police are approximately 3-4 weeks. There are also private companies that process national criminal history for \$30-50 (e.g. National Crime Check or CV Check). These private checks are often completed more rapidly than the Queensland Police checks. Please look on the internet for the latest information. IF placed in NSW Health your application must be processed through NSW Police.

How to meet this requirement if placed at a facility in Queensland operated by Queensland Health (QH):

If placed at an Australian Government subsidised aged care service (facility) operated by QH, then the Queensland Government 'Blue Card' (see above) will suffice as a valid Police Check for this service (facility).

How to meet this requirement if placed at a facility in Queensland NOT operated by Queensland Health (QH):

If placed at an Australian Government subsidised aged care service (facility) NOT operated by QH, then the Queensland Government 'Blue Card' (see above) should suffice as a valid Police Check, but students will need to confirm this with the staff member at the aged care service (facility) responsible for overseeing the police checks. If the Queensland Government 'Blue Card' does not suffice as a valid Police Check at the aged care service (facility), then students will need to complete an additional criminal history check.

Students should retain a copy for their own records.

Preparation for professional practice experiences

Characteristics of preparedness

In addition to the specific learning offered within program curriculum, students are expected to prepare for professional practice through reflection self- awareness and adopting good organisational skills. A recent study undertaken at UQ provides a list of 57 characteristics (shown below) that denote when a student is prepared and ready to learn at the start of their professional practice experiences. The study found in particular that was personal attributes, interpersonal interactions and willingness to participate rated highly among CEs as the most important indicators. First impressions count!

THEME: Knowledge and Understanding
The student demonstrates sound theoretical knowledge in basic sciences
The student knows how to access information when a gap in knowledge or need for further information is identified
The student demonstrates basic knowledge of the key features of common conditions
The student demonstrates knowledge of basic treatment principles for common conditions
The student demonstrates knowledge of forms of treatment that may be detrimental to a client
The student has an understanding of own learning style
The student demonstrates knowledge of the clinical assessment tools their educator is using to assess them
THEME: Professionalism
The student has a thorough understanding of the code of conduct and ethics for their profession
The student understands their role and is able to verbalise this
The student arrives at the placement on time
The student's appearance is appropriate for the workplace and placement (e.g. hair, fingernails, jewellery)
The student is dressed appropriately for the placement (e.g. closed in shoes, uniform if appropriate, visible ID badge)
The student complies with professional matters such as confidentiality
The student attends each day having demonstrated appropriate follow up from previous day
The student makes appropriate contact with facility/educator prior to the placement commencing
The student is prepared for the first day having completed the appropriate pre-reading and bringing learning resources relevant for the clinical area(s)
The student displays ability to maintain professional boundaries with patients/clients
The student respectfully engages with people from a wide range of cultures and backgrounds
THEME: Communication and Interaction
The student demonstrates effective communication and interpersonal skills (verbal, non-verbal and listening) with clients across the lifespan
The student is able to liaise with key stakeholders, such as organising appointments
The student is able to communicate professionally with members of the multidisciplinary team
The student demonstrates respectful and non-judgemental communication

The student has the capacity to adjust their interaction style to meet the needs of the audience, whether it be colleagues, clients or others
The student demonstrates effective written communication skills, in charts, letters and information for clients
THEME: Personal attributes
The student demonstrates enthusiasm and interest in the placement
The student shows initiative
The student is sensitive/empathetic to client's needs and concerns
The student has the ability to manage stress levels
The student demonstrates a desire to learn
The student demonstrates the ability to self reflect on performance, interactions and outcomes
The student has self awareness of own limitations and is honest about current level of knowledge & skills
The student demonstrates the ability to apply oneself
The student is attentive
The student is curious and asks questions
The student is proactive
The student is diligent
The student is self directed
The student is helpful
The student is polite
THEME: Skills
The student demonstrates time management skills e.g. use of a diary, to do lists
The student demonstrates organisational skills
The student has good verbal and written skills
The student demonstrates good observational skills
The student has research skills to find basic information to fill in existing knowledge gaps
The student has foundation skills for the area of practice
The student demonstrates social skills e.g. the ability to relate personably
The student demonstrates problem-solving skills
THEME: Willingness
The student is willing to work as a team with peers, colleagues and other health professionals
The student is willing to ask questions and clarify to ensure understanding
The student is willing to try new techniques
The student is willing to discuss and exchange ideas to maximise patient care
The student is willing to receive feedback/constructive criticisms
The student displays a willingness to take on board any appropriate requested task
The student is willing to stray from their comfort zone
The student is willing to adhere to positive workplace culture and routines e.g. tidying up, cleaning
The student is willing to take responsibility for their own learning
The student is willing to self evaluate

REF: Chipchase LS, Buttrum P, Dunwoodie R, Hill AE, Mandrusiak A, Moran M (2012): Characteristics of student preparedness for clinical learning: clinical educator perspectives using the Delphi approach. BMC Medical Education 12:112 (doi:10.1186/1472-6920-12-112) [IF1.15]



iQIPP-AH

The iQIPP-AH tool kit for students is a valuable resource for students to assist with self-preparation for professional practice experiences. Each profession incorporates this resource into professional practice experiences. Please refer to profession specific directions on how to use this resource.