



# Professional Practice Information Manual

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## Introduction

### 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 and links to related program requirements. 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 Program 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 <https://shrs.uq.edu.au/current-students/program-forms-and-advice>. 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 to 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 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 needs). 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.

*Issued by SHRS Teaching and Learning Committee January 2014*

***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 if travelling overseas for a placement to provide necessary information to UQ insurance. Download this form from the UQ Insurance website. Students will be advised by CELMs in which circumstances the form is required to be completed (refer to relevant Blackboard site).

### ***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.
- 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.

In the process of allocating clinical placements, students' email addresses may be provided to organisations in order to allow for planning and orientation purposes. This will be reviewed in line with UQ privacy policies.

### ***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.
- **Students can refer to the following policy:** <https://ppl.app.uq.edu.au/content/3.30.14-fitness-practise> 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](#)
- [Fitness to Practice](#)

### ***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 report all near misses, incidents and injuries through UQ's OHS Incident Reporting Database ([UQSafe – Incident](#)), including those that occur at a non-UQ workplace. The procedure for incident reporting is provided [here](#).

## 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 team, either by phone 07 3365 4516 or e-mail [ceu.shrs@uq.edu.au](mailto:ceu.shrs@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 at the following link <https://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](mailto:enquiries.shrs@uq.edu.au)

[www.shrs.uq.edu.au/shrs-student-unit](http://www.shrs.uq.edu.au/shrs-student-unit)

Remember to retain copies of all documents; students may be required to provide them 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:

<https://shrs.uq.edu.au/current-students/program-forms-and-advice>

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. .



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, and may have their enrolment cancelled for non-compliance with a program rule under section 3.6 of the [Enrolment and Academic Progression](#) rules. This will delay (or prevent) the completion of studies and subsequent graduation.

### Additional requirements

Only students completing professional practice experiences at certain services or facilities are required to meet these additional requirements. Students can refer to extra information on Si-net if they are 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 CPL) 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. Online checks may be referred for manual processing which takes longer and this may affect international students or persons with similar names. 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!

<b>THEME: Knowledge and Understanding</b>
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
<b>THEME: Professionalism</b>
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
<b>THEME: Communication and interaction</b>
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
<b>THEME: Personal attributes</b>
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
<b>THEME: Skills</b>
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 personally
The student demonstrates problem-solving skills
<b>THEME: Willingness</b>
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.