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MEDICINE  
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HEALTH SCIENCES

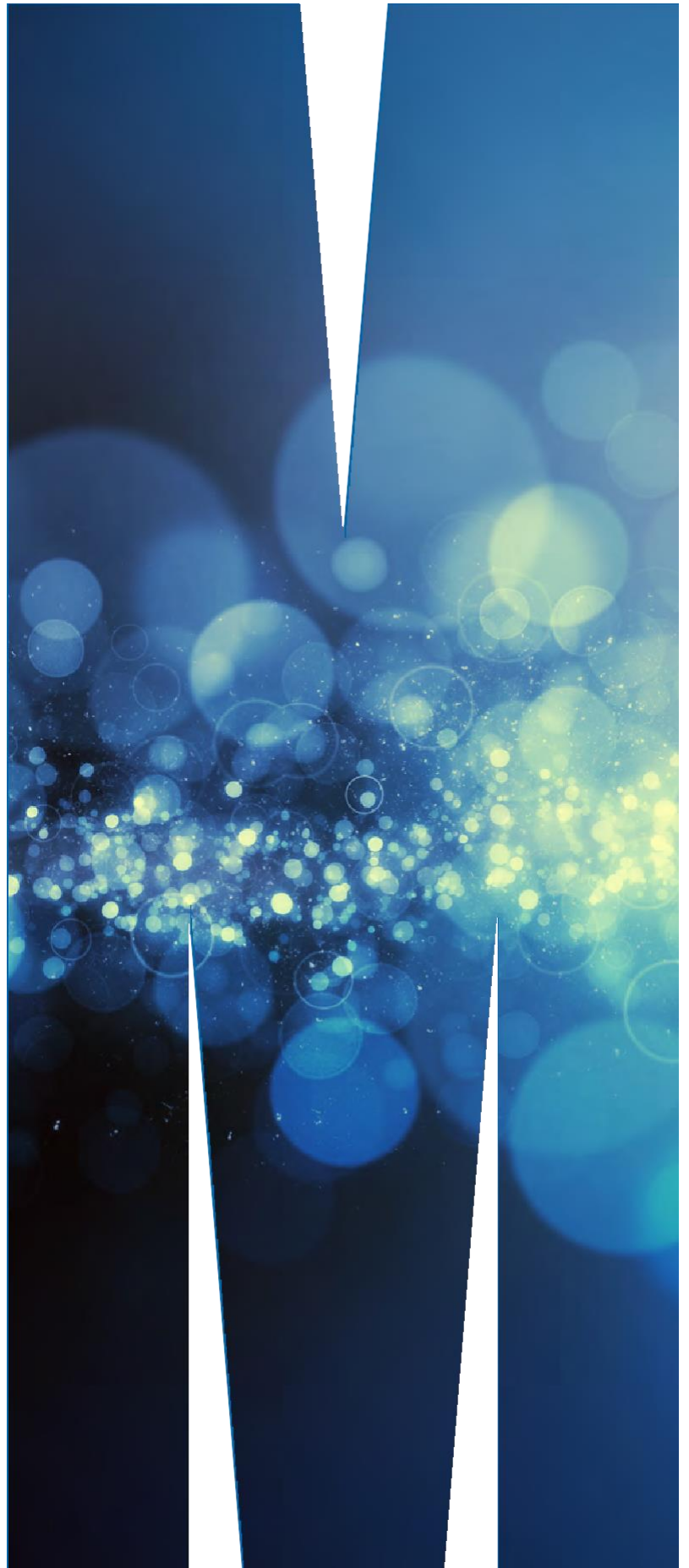
# STUDENT PLACEMENT GUIDE

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## 1. BACKGROUND

All medicine, nursing and health science students are required to successfully complete a period of learning in the workplace to facilitate the integration of theory with practice. This occurs along a continuum from a beginner to a competent and safe practitioner who is able to meet the requirements of the profession and its regulatory body. These periods of placement, which may be referred to as clinical, fieldwork studies or work integrated learning, are often the highlight of your course. They help you contextualise the importance of professional learning and understanding. This is where you understand the relevance of your on - campus studies and begin to feel a part of a professional community whose objective is to help others.

A successful placement depends upon multiple factors including the extent to which you embrace the many and varied learning opportunities presented to you and the level of your preparedness for entry into the world of practice. When you receive notice of your placement allocation, this is only the beginning of your journey. It is your responsibility to understand and comply with the University's Fitness for Practice requirements in addition to any other expectations provided by its schools and departments concerning different professional practice requirements.

### 1.1 About the placement guide

The information in this Guide is divided into three parts: Before Placement Requirements, During Placement Requirements and Removal from Placement. Placements are a privilege and an obligation. They come with responsibilities, requirements and expectations to ensure your safety and the safety of others. This Guide will help you to prepare to meet your placement obligations. You must be fully conversant with the Guide especially the MNHS Student Guide to the Professional Standards, Ethical Behaviour and Student Support or ProFESS framework (at Appendix A). In this way you will be prepared to manage any unexpected or challenging situations that arise prior to and during a placement.

### 1.2 Key definitions

#### **Fitness for Practice:**

Fitness for Practice or FfP in MNHS is the demonstration of a student's ability to meet the professional behaviour expectations and professional standards encompassed within the ProFESS framework, Student Codes of Professional Conduct and the relevant Health care practitioner standards.

#### **ProFESS Framework:**

The *framework* provides students, academics and professional staff in MNHS, with a structure and process when managing Fitness for Practice concerns including concerns about a student's welfare, well - being, attitude or professional behaviour.

#### **InPlace:**

The online software application used by Monash University that enables staff and students to coordinate and manage placements.

#### **Placement:**

A prescribed, purposeful and supervised period of education that takes place in a variety of authentic settings. It is an essential element of courses that are designed to graduate students who meet course requirements, external professional and or statutory accreditation requirements for registration as a health practitioner or for membership of a professional organisation.

### Professionalism:

From the perspective of MNHS, professionalism provides the cornerstone for safe, effective and ethical health care practice and research. It holds the welfare and well - being of the patient/client or research activity at its centre, ensuring they remain central in all clinical/research decisions and actions. It is a dynamic, evolutionary concept that is predicated on the professional values and role virtues of respect for self and others, compassion, self-awareness, honesty, integrity, accountability and a commitment to continual improvement and self-regulation. It is acquired through experiential, reflective learning and requires persistence and observation in professional practice. It may be influenced by the broader factors of the context of care delivery, cultural issues, social mores and system expectations.

## 1.3 Legal and legislative requirements

This Guide is to be used in conjunction with the [Australian Charter of Healthcare Rights to:](#)

- Ensure patient safety and confidentiality through rigorous and consistent pre-placement screening and orientation processes.
- Protect the rights of patients and consumers to be included in decisions and to make choices about the delivery of their health care.

## 2. SELECTION AND MANAGEMENT OF PLACEMENTS

### 2.1 Guiding principles

All placements are guided by the learning outcomes established for the units of your course within which placements are located. Placements are undertaken in partnership with a wide range of placement providers located throughout metropolitan Melbourne, regional and rural areas of Victoria, interstate, and in some cases, internationally. Placements can take place in hospitals (both public and private), community health services, private practices and a variety of other locations such as non- government organisations, schools and local councils. This means the management of placements is informed by regulatory requirements, health and education policies, patient and client rights, the values of our partners and the standards promulgated by the professions, registration boards and course accreditation bodies.

### 2.2 Student obligations in relation to placement allocations

All placements are coordinated at either the School or Department level by a designated person, such as the Placement Coordinator. This information will be provided to you by your School or Department. For medical students, the placement coordinator at the clinical site will be the clinical school staff, or discipline coordinator depending on the rotation.

The specific nature of the learning experiences available in any particular year and the geographical location of site depend on the types of placements that practice partners are able to provide for that year. Schools and Departments endeavour to provide equitable experiences in student placements and ensure all placements provide opportunities for students to achieve unit objectives. This means you must be prepared to undertake placements as assigned. All costs associated with accommodation and travel to and from placements are your responsibility. In cases where the university has managed to procure accommodation for placements, you must use it. Students **MUST NOT** contact agencies to arrange placements or change allocated placement times unless explicitly instructed by your School or Department. You **MUST** accept assigned placements. Under no circumstances is it acceptable for students to “bully” their peers into changing placements. Any action by students that can be interpreted as interfering with the organisation of arranged placements may result in disciplinary action.

### 3. BEFORE PLACEMENT REQUIREMENTS

#### 3.1 Australian Health Practitioners Regulation Agency (AHPRA) – Student registration

Students who are enrolled in courses that lead to registration as a health practitioner in one of the health professions included in the National Registration Scheme will be registered with AHPRA as a student by Monash University. For further information on student registration go to [www.ahpra.gov.au/Registration/Student-Registrations.aspx](http://www.ahpra.gov.au/Registration/Student-Registrations.aspx).

#### 3.2 What is a Fitness for Practice concern?

Fitness for Practice (FfP) consists of four domains, each with its own competency statement (updated 3 August 2022):

- **Behaviour** – *Able to demonstrate appropriate behaviour and attitudes, consistent with Course and University expectations detailed in the Monash University student charter, the faculty definition of professionalism and the student guide to ProFESS.*
- **Performance** – *Able to demonstrate professional competence through consistent application of the relevant student codes of professional conduct, course requirements and stage appropriate professional standards.*
- **Health and/or disability** – *Able to take responsibility for personal health care needs and ensure a health care issue or disability does not represent a risk, or compromise safety of themselves or others, and ensures course expectations are met.*
- **Compliance** – *able to comply with rules, regulations and standards for practising as defined by the University, the relevant healthcare profession groups, regulatory bodies, health services, industry and healthcare partners.*

FfP requirements apply to all University teaching settings whether they are clinical, non-clinical, campus based, within a research laboratory or online. The ProFESS framework (Appendix A), is designed to support and assist you to meet your FfP requirements. It is highly recommended students identify any personal concerns or issues they may have, which may impact on their FfP, by instigating a Prevention and Education meeting. An Academic staff member may invite a student to a Support meeting if a FfP concern appears or develops during your studies. Designated staff may also instigate a formal Review and Remediation meeting if the FfP concern is of a serious nature. The focus of this meeting is to explore the reasons for the concern and develop an appropriate remediation process/strategy that fosters change in your behaviour or approach to study, which can assist you to meet professional behaviour expectations and professional standards in a safe and appropriate way. If the FfP concern is of a serious nature, such as a failure of a placement Unit and/or involves you not meeting compulsory course requirements, you can be referred for Adjudication with an Academic Progress Committee (Fitness for Practice) hearing.

Find out more about academic progress and risk level 3:

[www.monash.edu/students/academic-progress/receiving-notice#level3](http://www.monash.edu/students/academic-progress/receiving-notice#level3)

Student Academic Progress Policy:

[https://www.monash.edu/\\_data/assets/pdf\\_file/0010/2047933/Student-Academic-Progress-Policy.pdf](https://www.monash.edu/_data/assets/pdf_file/0010/2047933/Student-Academic-Progress-Policy.pdf)

Monash University (Academic Board) Regulations:

<https://www.monash.edu/legal/legislation/current-statute-regulations-and-related-resolutions>

#### 3.3 Personal and professional standards

The Australian health care context provides service to the population 24 hours per day 7 days a week. This means that health professionals may need to work across a range of times and days including public and religious observances. Health professionals provide care and service in mixed gender environments, which also reflects the Australian health care context. Health professionals are also expected by our community to be respectful of self, colleagues and others by exhibiting high standards of personal care and grooming, wearing the appropriate attire and adhering to process and procedures.

Health professionals in particular are governed by standards of practice, codes of ethics, and professional boundaries. They are accountable and responsible for demonstrating professional behaviour in all contexts. Compliance with the standards and codes facilitates safe, competent interactions and relationships with people to ensure no one's physical, psychological, emotional and spiritual wellbeing is placed at risk. This is why prior to any placement we require you to read your discipline's Code of Conduct available on the unit Moodle (contact your course coordinator if you are unsure where this is located). These Codes include fundamental expectations necessary to ensure the safety and wellbeing of you and others, which is of paramount importance.

In preparation for your entry into professional life we encourage you to become familiar with your respective regulatory or professional code of conduct. The professions managed by Ahpra include: Medicine, Medical Radiation Practice (Radiography and Radiation Therapy), Nursing and Midwifery, Occupational Therapy, Paramedicine, Physiotherapy and Psychology.

<https://www.medicalboard.gov.au/Codes-Guidelines-Policies/Code-of-conduct.aspx>

<https://www.medicalradiationpracticeboard.gov.au/Codes-Guidelines.aspx>

<https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx>

<https://www.occupationaltherapyboard.gov.au/Codes-Guidelines.aspx>

<https://www.paramedicineboard.gov.au/Professional-standards/Codes-guidelines-and-policies.aspx>

<https://www.physiotherapyboard.gov.au/Codes-Guidelines/Code-of-conduct.aspx>

<https://www.psychologyboard.gov.au/Standards-and-Guidelines/Code-of-conduct.aspx>

For the Dietetics profession please refer to the following website:

<https://dietitiansaustralia.org.au/maintaining-professional-standards/professional-standards/>

For Social Work please consult the following document promulgated by the Australian Association of Social Workers:

<https://www.aasw.asn.au/document/item/1201>

Additionally, prior to undertaking a placement especially in a hospital or community health centre, we expect you to carefully consider the extent to which you believe you possess those personal attributes that contribute to the maintenance of patient and client safety. These include:

- Ethical behaviour
- Behavioural stability
- Awareness of legal requirements
- Communication skills
- Cognition
- Sensory ability
- Strength and mobility
- Sustainable performance

### **3.3.1 Why are these requirements important?**

The Faculty of Medicine Nursing and Health Sciences strongly supports the right of all people to enrol in a health professional course. Working as an Australian accredited health professional, means you have a responsibility to the society for which you are delivering health care. Knowledge of minimum personal requirements helps you to understand what is required to work as an Australian accredited health professional so you can decide whether the course and profession is suitable for you.



### 3.3.2 What about students who do not meet the minimum personal requirements?

Where there are physical, intellectual, cultural, religious or other factors impacting on a student's ability to participate in their course, MNHS is committed to making reasonable adjustments, to allow students to complete their course without compromising the academic integrity of the course, their safety and the safety of others. If you think you may experience challenges in meeting these requirements, particularly Fitness for Practice requirements, you can request a [Prevention and Education meeting](#) to discuss your concerns with the following staff:

Your course coordinator for specific course requirements

Director, International Student Welfare.

Dr Matthew Thong

[Matthew.thong@monash.edu](mailto:Matthew.thong@monash.edu)

Ph: +61 3 9905 9852

Disability Support Services

[disabilitysupportservices@monash.edu](mailto:disabilitysupportservices@monash.edu)

Ph: +61 3 9905 5704.

Director, Student Academic Support Unit (SASU) for language and academic skills.

Dr Sheila Vance

[Sheila.Vance@monash.edu](mailto:Sheila.Vance@monash.edu)

Ph: +61 9905 4027

## 3.4 University expectations of student behaviour

Monash University has made a significant commitment to educate its students about what it means to be a respectful member of the Monash community. All students are required to complete the **Respect at Monash** module in the Compulsory Unit Portal <https://compulsoryunits.monash.edu/login/index.php> at the time of enrolment.

The **Respect at Monash** module covers:

- Rights and responsibilities
- Problem behaviour and misconduct
- Respectful relationships
- How to be an active bystander
- Alcohol and other drugs

As an enrolled Monash student, you are expected to follow the guidance provided and reflect the university's expectations in regards to respectful behaviour during your placement.

## 3.5 Dress Code and Student identification

Adhering to professional dress codes can assist health professionals to acquire the confidence of their clients and the broader community. Schools and Departments have professional dress codes for all students designed to promote Monash University students as well presented. Where prescribed, uniform **MUST** be worn by all students undertaking practice components of their courses. Additional information is provided in section 4.10. All students are required to obtain a Monash University identification badge (student ID card), which must be worn at all times during placements. Unless organised by your School or Department please buy a plastic badge holder (soft round edges only) from the campus bookshop.

The Unit Coordinator or delegate may either prevent a student from commencing placement or remove a student from a placement in the event of a failure to follow these requirements.



### 3.6 Criminal and relevant history record screening

Prior to commencement of ANY placement, students MUST:

- Obtain [Police Check](#) and [Working with Children Check \(WWCC\)](#) and any other checks that are specified as pre-requisites for particular placements (this may include an [NDIS Worker Screening Check](#)). These checks must be valid for the placement period.
- Upload an electronic copy of their Police and WWCC documents to InPlace by the deadline requested by placement staff.
- Students **MUST** have their Police check and WWCC with them while on placement so that they can produce the documents if asked for by the placement provider.

The Unit Coordinator or delegate may either prevent a student from commencing placement or remove a student from a placement in the event of a failure to follow these requirements. This triggers a Level 3 academic progress risk level and referral to an Academic Progress Committee ([Fitness for Practice](#)) hearing which can lead to exclusion of the student from their course of study.

### 3.7 Immunisation, health screenings and notification regarding pregnancy

Prior to commencement of ANY placement, students MUST:

- Comply with the FMNHS Immunisation Requirements (Schools/Departments will provide further information for students who are placed interstate).
- Ensure that immunisations are completed prior to commencement of placements and documents are uploaded to InPlace by the deadline set by your School/Department. Where failure to comply with immunisation procedures leads to loss of a placement, no substitute placement is guaranteed and students risk failing the associated unit.
- Keep a record of health screening and vaccinations.
- Pass a required medical assessment by an approved medical officer, including such assessments required by the placement agency, if required.
- Pass a physical capacity assessment by an approved provider, if required.
- Notify placement coordinators of pregnancy; pregnant students are not permitted to attend placement after 34 weeks gestation and until 6 weeks post-birth.

When preparing for medical attendance for immunisation assessment, students may need to pull together previous vaccination data. For local students several important sources exist:

- Local councils (of residence or school location), who are required to retain childhood and adolescent vaccination data in perpetuity (forever);
- GPs, who have frequently provided sporadic vaccination and often hold “missing” data.
- Medicare online account.
- Australian Immunisation History Statement

International students have different vaccination record opportunities. For example, Singapore, Malaysia, and parts of China have data retention systems. Other international students may not have access to their childhood vaccinations.

The Unit Coordinator or delegate may either prevent a student from commencing placement or remove a student from a placement in the event of a failure to follow these requirements. This triggers a Level 3 academic progress risk level and referral to an Academic Progress Committee (Fitness for Practice) which can lead to exclusion of the student from their course of study.

### 3.8 Infection prevention and control guidelines including hand washing

We require all students to be conscious of an organisation's infection prevention and control guidelines and implement their recommended processes. Patient and client safety depend upon strict adherence to these guidelines. Infection control information can be assessed from:

<https://www.nhmrc.gov.au/about-us/publications/australian-guidelines-prevention-and-control-infection-healthcare-2019>

With respect to Covid-19, all students MUST read the updates posted on the [Monash University COVID-19 website](#) and consult the following Victorian State Government Health and Human Services guidelines:

<https://www.dhhs.vic.gov.au/infection-prevention-control-resources-covid-19>

<https://www.dhhs.vic.gov.au/health-services-and-professionals-coronavirus-covid-19>

<https://www2.health.vic.gov.au/public-health/infectious-diseases/infection-control-guidelines/standard-additional-precautions>

Students are also obligated to be aware of their blood-borne virus status (hepatitis B, hepatitis C, HIV) and take reasonable steps to prevent the transmission of infection at all times. It is important that you consult with your doctor if you have any questions regarding your blood borne virus state. The Unit Coordinator or delegate may either prevent a student from commencing placement or remove a student from a placement in the event of a **wilful failure** to implement infection prevention and control guidelines. This triggers a level 3 academic progress risk level and referral to an Academic Progress Committee (Fitness for Practice) which can lead to exclusion of the student from their course of study.

#### 3.8.1. Hand hygiene

We require all students to familiarise themselves with Hand Hygiene Australian and their learning modules:

<https://www.hha.org.au/>

#### 3.8.2. PPE and fit testing

As a healthcare student you will be required to wear personal protective equipment (PPE) to prevent the transmission of Covid-19 on clinical placements. The removal of facial hair may be required for fit testing of masks as a lawful and reasonable direction by healthcare settings. The need for a student to be fit tested before commencing a clinical placement is contingent upon the area of the health service in which the student will be placed. Evidence of fit testing should be uploaded into InPlace.

<https://www.health.vic.gov.au/publications/fit-testing-requirements-to-support-clinical-placements> (updated - 1 October 2021)

### 3.9 Basic life support / first aid

Generally speaking health professional students are expected to have a working knowledge of the principles related to basic life support. Many student cohorts are required to undertake an accredited first aid course prior to placement. It is your obligation to comply with prerequisites such as current First Aid training and CPR certification where required by Schools or Departments.

### 3.10 Pre-placement orientation - campus based activities

Immersion in the authentic workplace is much more than the translation of discipline learning into a range of professional capabilities. All placements contribute to your professional socialisation and in educating you in respect to the attitudes and behaviours expected within the specific workplace setting. Throughout each placement, professional behaviour, and its importance in, for example, health service delivery, students should be nurtured by supervisors in concert with the development of other skills. It is expected you will actively engage with practitioners in the field and receive appropriate and timely feedback about the quality of your professional knowledge and skill development. In addition, you will be provided with opportunities to reflect upon your behaviour and reconcile your personal beliefs and values in accordance with the collective values and expectations articulated by either the profession's registration board or the relevant professional body.

This means that you **MUST** actively participate in any pre-placement teaching and learning activities organised by either the unit coordinator, course coordinator or chief examiner prior to the placement that are designed to prepare you to:

1. Meet prerequisite theoretical learning and skills for each placement.
2. Understand the learning objectives and assessment requirements for each placement and develop strategies to achieve them.
3. Identify personal learning goals.

### 3.11 Notification of Placement

Students should not begin work or activities at the placement until they have:

- Received written notification of the placement from their School/Department.
- Completed all documentary requirements for placement.
- Undertaken a health and safety briefing given by the placement provider, this may be online or face to face.

## 4. DURING PLACEMENT REQUIREMENTS

### 4.1 Orientation and induction

Placement providers are required to provide students with an appropriate orientation and induction to the workplace either in person or online, including: the structure, function and code of conduct of the organisation; IT systems; safety and emergency procedures, including those relating to occupational aggression and violence, workplace injury and making claims of harassment and bullying; quality and infection control; mandatory training (e.g. hand hygiene); privacy and confidentiality; scope of practice; student support; any specific organisational and/or professional requirements.

The University OHS Guidelines for Work Integrated WIL Student Placement and Co-Curricular Internships include the requirement that you complete a Health and Safety Briefing and complete an Induction Checklist before you start engaging in work or professional activities at your placement.

Health and Safety briefings should cover:

- Basic workplace health and safety issues e.g. emergency evacuation procedures, First Aid, Hazard & Incident reporting.
- Significant safety issues, which are specific to the type of work being undertaken (e.g. ergonomics, manual handling or infection control).
- For significant risk organisations should also cover significant safety issues that are specific to the type

of work being undertaken, e.g. the procedure to be followed where a student may encounter violent or aggressive behaviour, infection control follow - up or chemical spill procedures.

The checklist will, in most instances be provided by the placement organisation. You will be advised by your School/Department of OHS documentation and requirements.

## 4.2 Safe practice obligations

Throughout your placement you must:

1. Report injuries and near misses (accidents that might have occurred but did not occur) immediately to your placement supervisor.
2. Report any hazards you encounter on placement to your supervisor. A hazard can affect you, your patient, client or the environment.
3. Log any incidents that occur during placement in [S.A.R.A.H](#) (Safety And Risk Analysis Hub) which is the Monash incident on line database. Refer to your Monash placement contact if you need help.
4. Participate and contribute in meetings, training and other environment, health and safety activities as required.
5. Co-operate with instructions given by emergency response personnel such as emergency wardens and first aid personnel whether you are on placement or at University.
6. Co-operate with university and placement provider in activities related to compliance with Occupational Health and Safety Legislation.
7. Be familiar with correct use of safety devices and where appropriate personal protective equipment.

For further information regarding the management of personal injuries see 4.9.

## 4.3 Patient/ client consent and identification

All students must follow the organisation's directives in relation to patient/client identification and consent for students to participate in health care or service delivery. Students **MUST** follow the organisations approach to correct patient identification procedures.

At all times throughout your placement, you need to be mindful about patients' rights as articulated within the **Australian Charter of Healthcare Rights**. This is another reason why you must wear appropriate identification at all times so patients/clients may make an informed decision as to whether or not to allow you to deliver care to them.

<https://www2.health.vic.gov.au/about/participation-and-communication/australian-charter-healthcare-rights/working-with-consumers/consumer-brochure>

Where a patient/client project study is undertaken, informed consent from the individual/s studied must be obtained. Students must obtain a signed [Consent Form](#) which is to be kept in secure storage and accessible to the unit coordinator only. Verbal consent may be acceptable in certain circumstances provided that a record is kept of this consent. For further details about consent, confidentiality and collection of patient personal information please refer to clause 4.5 below.

## 4.4 Cultural diversity

Patients and clients (health consumers) seeking access to services at health facilities come from a variety of cultures. To facilitate the provision of effective healthcare to everyone we encourage you to examine your own cultural norms and think about the ways these may impact upon the quality of the services you provide. Students should appreciate that health consumers have diverse cultural practices and traditions which are extremely important to them, and which may impact on the models of care delivery that are required. Your colleagues also come from a diversity of cultures and it is important this is respected. Likewise, health facilities

recognise that students are culturally diverse and this is valued.

To ensure equitable and empathetic healthcare access and outcomes you need to learn how to be responsive to peoples' differing needs. Many students will have completed a series of educational modules in the unit 'Allies in Indigenous Health' and will be aware of and learned to value the diverse needs of Aboriginal and Torres Strait Islander peoples', the First Peoples' of Australia. We encourage all students to engage in this learning so they come to understand and acknowledge the historic factors such as colonisation and its impact on the health of Aboriginal and Torres Strait Islander peoples' and how this might inform care. Students should be able to recognise the importance of family, community, partnership and collaboration in the healthcare decision-making of Aboriginal and Torres Strait Islander peoples', for both prevention strategies and care delivery. We expect you to provide care that is holistic, free of bias and racism, challenges belief based upon assumption and is culturally safe and respectful for Aboriginal and Torres Strait Islander peoples'. Please refer to the MNHS Gukwonderuk Unit for more information.

<https://www.monash.edu/medicine/about-us/indigenous-health>

Also refer to the **Australian Charter of Healthcare Rights** to further your understanding of your responsibilities in regards to the provision of inclusive healthcare.

#### 4.5 Confidentiality and Privacy

Confidentiality and Privacy are key ethical and legal principles governing health care practice. Confidentiality and Privacy are recognised as a requirement of practice for all health professions in:

- Privacy Act 1988 (Commonwealth)
- Privacy and Data Protection Act 2014 (Vic)
- Health Records Act 2001 (Vic)
- Health Services Act 1988 (Vic)
- Contracts of employment
- Professional Codes of Conduct

Whilst not all placements will be in health care organisations, you will be involved in work of a confidential nature. This may include handling personal information obtained from individual interviews, or as part of surveys, placement organisation practices, access to placement organisation databases, and/or commercially sensitive material. The rationale for confidentiality applies to all placement locations. A key requirement of healthcare practice is respect for the patient/client as an individual. An important aspect of this requirement is the requirement to keep patient/client information confidential.

In addition to keeping certain information confidential, you must also be aware that Victorian and Australian privacy legislation applies to the handling of patient Personal Information. You may have access to a patients' Personal information as part of your clinical placement. **Personal information** means **information that relates to an identifiable person** including information that relates to a person's name, health, finances, education, business, use or receipt of government services or other activities, addresses, telephone numbers, medicare and social security numbers, passport details or driver's licence. It also includes an opinion about an identifiable person, whether true or not. Some examples include a person's email address or electronic record, a photograph of the person or a video recording of that person whether alone or in a group. Personal information includes information that is **directly identifiable** eg: a person's name, email address or phone number and information that is **indirectly identifiable** eg: where a person's medical condition could be **reidentified** by matching credit card payment information with medical provider ID information.

You are required to keep patient/client information confidential. You are also required to ensure that Personal Information of patient/clients is not collected if it is not required for your activity or assessment. If it is required, you must ensure personal identifiers are removed and that that informed consent is obtained. This applies in the following contexts:



- Small group discussions about patients or health conditions.
- Lecture material and lecture notes about patients or patient conditions.
- Informal discussions between students including on social media.

For further details about different contexts where you may be handling personal information, please refer to clause 4.5.2.

To maintain patient/client respect as an individual please note the following guidance:

- Please consider whether collection of Personal Information is necessary for study or assessment purposes. If Personal Information is not essential for study or assessment purposes then it should not be collected. Otherwise students should only collect the minimum amount of Personal Information required for case studies, assignments, presentations, assessments or related activity.
- Where Personal Information is obtained for a case study, assignment, presentation or assessment, it must have personal identifiers removed so that an individual cannot be identified directly, or indirectly.
- Verbal consent from patient/clients may be obtained where the Personal Information collected is not identifiable or re-identifiable, and a record made that this consent was obtained.
- If identifiable Personal Information must be included for a case study, assignment, presentation or assessment, informed consent from the individual/s studied must be obtained. Students must obtain written consent, in the form of a signed Consent Form which is to be kept in secure storage and accessible to the unit coordinator only. Any information obtained from the patient must be destroyed after the completion of the unit, subject to any applicable record-keeping obligations.
- Information concerning a patient is not accessed other than in the direct course of providing health care.
- No discussion of Personal Information about patients/colleagues is to occur with any third parties – including the media, other hospitals, solicitors or any person not directly involved in the delivery of care to the consumer.
- Sensitive documents such as case notes need to be stored in a safe and secure area.
- Students are not permitted to take images/videos of consumers, visitors or colleagues (including other students and staff), and should seek permission before taking any images/videos of the workplace environment/equipment.
- Electronic records and information are confidential and not for further distribution.

#### 4.5.1 Disclosure

There are situations when the law requires health professionals to disclose information, that they would otherwise be required to keep confidential. Whilst students are not expected to fulfil the obligations placed upon registered or professionally accredited practitioners, we encourage you to read further on this very important matter.

#### 4.5.2 Implications of confidentiality for health professional students

All health professional students must be aware of the requirement of patient/client confidentiality and its basis in ethics, law and privacy. This means that unless a person has expressly consented to use of their Personal Information, students must not use it in learning situations, including but not limited to:

Small group discussions about patients/clients or health conditions.

Individual student assignments about patients/clients or health conditions (this includes patient details on reports such as blood tests, x-rays, scans, etc.).

Case studies about patients/client or groups of patients/clients.

Lecture material and lecture notes about patients/clients and/or patient/client conditions.

Informal discussions between students including use of social media.

The requirement to respect and comply with confidentiality and privacy expectations is a component part of Fitness for Practice. The Unit Coordinator or delegate may either prevent a student from commencing placement or remove a student from a placement in the event of a failure to follow these requirements. This



triggers a level 3 academic progress risk level and referral to an Academic Progress Committee (Fitness for Practice) which may lead to exclusion of the student from their course of study.

#### 4.6 The use of IT and social media during placement

Students are reminded that the Monash University IT and Social Media policies still apply during the placement. However, you must also be mindful of the IT and social media policies of each facility you are placed in and ensure your behaviour reflects these policies.

[Monash University ITS procedures for responsible usage](#)

[Monash University Social Media Procedure \(including using images and videos\)](#)

#### 4.7 Protected disclosure or inappropriate behaviour guidelines

During your placement you may encounter a range of inappropriate behaviours by persons not within the control of the University. It is important that you are able to differentiate between the various types of inappropriate behaviour you observe or experience so that you may report it to the correct body. In most cases where a student observes or experiences inappropriate behaviour on placement, the incident should, in the first instance, be reported to your unit coordinator or in the case of medicine to the Clinical School academic staff located at the placement. These staff will generally be able to assist you to resolve any issues arising from the incident. Where necessary they will be able to directly liaise with the placement institution and resolve the issue.

Information on whistleblowing is available at <https://www.monash.edu/medicine/education/whistleblower>

#### 4.8 Attendance obligations at scheduled placement

Completion of your placement is compulsory and requires your attendance at the scheduled times and places to successfully complete the required assessment. Failure to undertake your placement has many consequences for you the most significant of which is failure of the unit and potentially failure to progress in your course.

However, there may be times when for a variety of reasons, you are unable to attend scheduled placement. The following points clarify your obligations in relation to placement completion.

1. Students will not be excused from placement due to other work and study commitments and are responsible for ensuring commitments do not conflict with placements. Full time students must be available to attend full time placements.
2. Students must be able to undertake shift work or after hours work if required within a placement (for some courses this may include night shift and shifts on weekends and public holidays).
3. Students must notify appropriate staff in a timely manner when unable to attend an allocated placement.
4. Students must be ready to begin their placement day at the designated start time, which in some cases may mean arriving at the venue 15 minutes prior to start time.
5. A student may become ill during placement and be unable to complete the required hours due to injury or another event. If this circumstance occurs the unit coordinator and the placement supervisor **MUST** be notified.
6. Students **MUST** consider whether attending clinical placement with an illness will pose a risk to people whose immunity may already be compromised, as well as putting colleagues and themselves at risk.
7. In the event of running late for a placement, the student **MUST** contact their placement educator/supervisor by telephone and advise the relevant person of anticipated time of arrival. Text messages or emails are not acceptable unless students receive amended advice from their unit coordinator or delegate.





8. In the event of being unable to attend a placement, students MUST inform their immediate workplace supervisor by telephone as soon as possible but no later than 15 minutes prior to the commencement of the roster or shift and tell them they will not be reporting for their placement. Text messages or emails are not acceptable unless students receive amended advice from their unit coordinator or delegate.
9. In the event of being unable to attend a placement, students MUST also contact the Unit Coordinator or delegate by email and advise that they are unable to commence or complete the shift, or continue a placement and must also provide written reasons for this absence to the relevant Unit Coordinator or delegate within 24 hours.
10. Students need to be aware that circumstances outside of the control of the University may necessitate a very late change (right up to the day of the commencement of the placement) to their placement allocation. Students MUST check their Monash email account and the relevant Moodle site on a daily basis.
11. Students MUST declare any planned absences well in advance ideally giving a semester's notice. This leave will be recorded as absent days.

#### 4.8.1 Religious Holiday Observance and placement attendance

Some students will require leave from placement from time to time due to religious holidays. The Faculty follows the [Monash Strict Religious Observances Guidelines](#). Nevertheless, where a student misses placement days due to religious observance, the time missed must be made up. Students requiring leave from placements due to strict observance of religious holidays must notify the placement co-ordinator well in advance of their religious holiday commitments (refer to the [Faith Communities Council of Victoria Multifaith Calendar](#)). Students seeking religious observance leave are required to provide documentary evidence confirming their obligations to support their request.

(Contact a [Chaplain](#) for confirmation of the most appropriate form of documentary evidence to be provided).

#### 4.8.2 Medicine students

The placement requirements for medicine students are specified within the relevant Moodle sites. Medicine students are required to contact the clinical school, rotation supervisor or activity supervisor as soon as possible but no later than 15 minutes prior to the commencement of the working day to inform that they will be unable to attend. If the absence is likely to be prolonged, appropriate documentation must be provided within 3 working days. If the reason for absence is covered by the University's Special Consideration procedure, application for special consideration must be made.

#### 4.8.3 Midwifery, Nursing, Paramedic and Social Work students

- Completion of 100% of clinical/fieldwork placement hours is required to achieve a pass in the relevant unit.
- Students MUST provide a medical certificate or statutory declaration for any missed days.
- Any missed days MUST be made up.

#### 4.8.4 All other students

- Completion of 100% attendance at clinical/fieldwork placement hours is usually required to successfully complete the required assessment in the unit.
- One day, or any part thereof, in every 50 scheduled placement days may be missed due to illness or family circumstances without supporting documentation.
- Additional absent or part days missed in that same 50 - day period requires a medical certificate issued by a health professional (for illness) or credible authority (for other reasons) or a statutory declaration to be submitted to the Unit Coordinator or delegate within 24 hours of the absence or as soon as practicable.

- When more than 3 days have been missed from all scheduled placements in one year, a certificate from a health professional or other credible source is required to explain any inability to attend.
- If a student is absent from placement for more than one day due to loss/ bereavement or hardship/ trauma a statutory declaration with supporting documentation must be submitted as soon as possible to the Unit Coordinator or delegate.
- The relevant School or Department will determine the number of absent days permitted to complete the placement. Students who are absent more than the permitted number of days must make up the excess days or retake the placement or risk being able to successfully complete the assessment and failing the placement unit

#### 4.8.5 Implications of absence during placement

- Students absent in a placement period may be required to undertake additional placement experience.
- Where circumstances may be relevant for Special Consideration, the Unit Coordinator will consider an application for Special Consideration.
- Where Special Consideration is granted, any additional placements will be offered at the discretion of the School/Department or Faculty.
- Additional placement time can only be made available when it is convenient for the organisation in which the placement is taking place.
- The decision concerning the offer of additional placement experience will be conveyed in writing by the Unit Coordinator or delegate to the student as soon as practicable.
- Details of the dates and location of the additional placement experience will be conveyed in writing by the Unit coordinator or delegate to the student as soon as the information becomes available and at least one week prior to the experience.
- Where absence from placement has been due to significant illness or injury, a “Return to Work Certificate” or equivalent may be required. The Unit Coordinator or delegate will advise the student when this is the case.

Please note that failure to complete the full requirements of a placement may mean that you will be unable to complete your course within the expected timeframe.

#### 4.9 Management of accidents or injury obligations

If an accident or injury occurs during the placement the event needs to be managed as follows:

- Students notify the Unit Coordinator or Placement Coordinator as soon as practicable.
- An Incident Form is completed by the workplace agency which is forwarded to the School/Department administration office by the placement educator/supervisor.
- Where the workplace agency does not permit a copy of the Incident Form to be forwarded to the university, a report in word format from the staff member reporting should be forwarded.
- A Monash University Hazard and Incident Report form is completed online via the Safety And Risk Analysis Hub (S.A.R.A.H) by the person reporting the incident with the student.
- In the case of needle stick injuries or potential contamination by bodily fluids, all procedures are strictly followed as per the agency’s own policies.
- Students may be required to present a Medicare card at the time of treatment (other forms of medical cover may be appropriate e.g. Private healthcare card or if overseas e.g. BUPA), as a result we recommend you carry the appropriate card on placement at all times.

The Monash University Public Liability policy excludes motor liabilities, which are responded to by “third party liability” cover of the vehicle in question. It is a student responsibility to arrange “Comprehensive motor Insurance” for any damage or injuries arising from use of their private vehicle. Students may travel in a vehicle with their supervisor as part of their placement, for which insurance remains under “third party liability” cover of the vehicle concerned. There should be no expectation for students to use their personal vehicle on a clinical placement.

#### 4.10 Dress code and presentation

The following general rules regarding appearance are provided as a guide. Student are required to refer to their placement unit Moodle sites for specific instructions. For example, you may be required to follow what is known as the “Bare below the elbows” or (BBE) initiative designed to encourage the “effectiveness of hand hygiene”. Refer to

<https://www2.health.vic.gov.au/public-health/infectious-diseases/infection-control-guidelines/standard-additional-precautions>

Students who are not required to wear a uniform must nevertheless be neat and professionally attired in a manner consistent with the following guidelines:

- Hair must be kept neat, tidy and clean at all times. Long hair must be tied up at all times. Scrunchies, hair combs and other hair fasteners are to be of a neutral colour, or a colour that complements the professional attire. Fluorescent or extreme hair colours are not permitted.
- Facial hair must be clean shaven or neatly trimmed.
- Nails must be short, clean and well-manicured. In those disciplines where there is hands - on patient/client contact, fingernails must not be visible over the ends of the fingers when the hands are held with the palms facing up. Coloured nail varnish and false nails are not to be worn during clinical placements.
- Watches, flat band rings, sleepers, studs or small earrings that sit on the lobe of the ear and do not pose a danger to patients/clients or the student are the only permissible items of jewellery where there is hands-on patient/client contact.
- For health and safety reasons, students should wear comfortable flat or low heeled and covered footwear.
- Uniforms are to be laundered, ironed and presented at a professional standard.
- Students must pay attention to their own personal hygiene, use deodorant and observe dental hygiene to maximise acceptability to people associated with close physical contact.
- T-shirts and other underclothes must not to be visible underneath uniforms.
- Religious headwear may be worn and should complement uniform colour. Faces must be clearly seen so that patients can interact comfortably with the student.
- To comply with religious requirements, long sleeves may be worn but students must be able to adapt their attire to ensure compliance with hand washing procedures and infection control policies.
- Revealing clothing such as tight - fitting trousers or short shirts are not to be worn.
- Students on mental health placements and some community placements may not be required to wear a uniform.

If you are in any doubt, check with the Unit Coordinator or delegate or workplace health service information before commencing your placement.

## 5. REMOVAL FROM PLACEMENT

The placement organisation has the right to remove students from their site who are considered unsafe, or who have an unsatisfactory knowledge base for safe practice or are deemed unfit to practise; such actions should be undertaken following consultation with the relevant unit coordinator and be supported by appropriate documentation. At the same time the unit coordinator can either prevent you from starting your placement or remove you from placement. If placement in your course is considered a compulsory course requirement then removal may trigger a level 3 academic progress risk level and referral to an Academic Progress Committee (Fitness for Practice) or Misconduct or Discipline hearing.

### 5.1 Fitness for Practice conditions under which students may be prevented from commencing or removed from the placement in relation to personal conduct & professional behaviour

Failure on the part of the student to:

1. Obtain a police check, NDIS Worker Screening Check, comply with immunisation requirements and Working with Children check, undertake compulsory tutorials, site visits, orientation sessions/workshops, or failure to satisfactorily complete compulsory pre-placement course work or scheduled events.
2. Demonstrate the skills or attitudes required to exercise duty of care to patients/clients.
3. Behave appropriately towards educators/supervisors and peers.
4. Exercise appropriate duty of care to patients/clients, educators/supervisors or peers due to mental or physical health conditions.
5. Respect the confidentiality or privacy of the patient/client and/or their relatives.
6. Arrive punctually on a regular basis.
7. Complete the required the number of placement hours, without prior approval of the Unit Coordinator.
8. Notify the Unit Coordinator or their delegate and supervisor of any absence or inability to complete the prescribed hours in any allocated placement day.
9. Abide by the policies of the hospital, health care agency or service that apply to students undertaking placements.
10. Maintain personal cleanliness according to workplace standards, policies and procedures.
11. Wear or maintain the prescribed uniform, if prescribed for your placement location.
12. Assist with patient/client care at the level of their capability, under the direction of the health professional responsible for supervising the student, if applicable in your placement setting.

**Students MAY also be removed from placements if they:**

1. Perform services/clinical procedures without the necessary supervision for the student's current level of expertise.
2. Repeatedly fail to follow the directions of the placement educator/supervisor.
3. Do not adequately manage risk given their level of education.
4. Communicate with placement agencies for the purpose of changing placement sites, rosters or learning activities without prior approval of the Unit Coordinator or delegate within the School or Department.
5. Practise outside their scope of practice.



6. Access or use placement agencies databases for reasons other than their intent and purpose.
7. Breach national registration requirements of a student registered with Ahpra or equivalent where AHPRA does not have jurisdiction.
8. Use social media to share information about patients or health organisations without permission
9. Use social media to defame or negatively discuss colleagues, peers, patients or staff.

## 6. REFERENCES

- [Australian Charter of Healthcare Rights](#)
- [Australian Charter of Healthcare Rights consumer brochure](#)
- [Australian Guidelines for the Prevention and Control of Infection in Healthcare 2019](#)
- [Australian Health Practitioner Regulating Authority](#)
- [Caring for Muslim patients](#)
- [Consent Form](#)
- [COVID 19 - Aged Care Module 5 - Personal Protective Equipment \(PPE\)](#)
- [Droplet videos](#)
- [Faith Communities Council of Victoria Multifaith Calendar](#)
- [FMNHS Immunisation and Infection Risk Procedure](#)
- [Managing the Maze](#)
- [Monash Strict Religious Observances Guidelines](#)
- [Monash University ITS procedures for responsible usage](#)
- [Monash University Social Media Procedure \(including using images and videos\)](#)
- [National Registration Scheme \(NRAS\)](#)
- [OHS Guidelines for Work Integrated WIL Student Placement and Co-Curricular Internships](#)
- [OHS Hazard and incident reporting](#)
- [Police Check](#)
- [Putting patient safety first](#)
- [S.A.R.A.H](#)
- [Standardised student induction protocol \(SSIP\)](#)
- [Student Clinical Placement Agreement](#)
- [Web Enrolment System \(WES\)](#)
- [Whistleblowing Session](#)
- [Working with Children Check \(WWCC\)](#)

## APPENDIX A

### ProFESS Student information Guide

#### Professional Standards, Ethical Behaviours and Student support

All courses within MNHS seek to equip you with the knowledge, skills and attitudes needed to take your place in the medical, healthcare and medical research workforce. These courses all include the need for a strong understanding of practical professionalism and the requirements of Fitness for Practice. This information guide provides an overview of the *Professional Standards, Ethical Behaviour and Student Support (ProFESS)* framework, which is the method for managing Fitness for Practice concerns, outlined in this Guide. More details are available from the ProFESS business process document on the Faculty website, the Student Clinical Placement guide and the University website identifying courses which have Compulsory Course requirements for academic progress purposes <https://www.monash.edu/students/academic-progress/receiving-notice/course-requirements>.

The ProFESS framework applies to every aspect of your University student teaching and learning, whether this happens on campus, online, in a research laboratory or on clinical placement. The framework embeds the attitudinal domain into your learning pathways. It fosters the development of the essential skills you will need as you progress toward becoming a competent and efficient clinician and researcher. Any and all Fitness for Practice concerns are addressed through this framework, including concerns about professionalism and professional identity formation. Enmeshed within the framework are pathways to assist you to access a variety of appropriate support structures to help you navigate these occasionally difficult aspects of professional learning.

#### What is ProFESS?

The ProFESS framework consists of four components that bring together two related arms of professional learning and practice:

- ❖ Enhancement and Support
  - Prevention and Education quadrant
  - Support quadrant
- ❖ Standards Review
  - Review and Remediation quadrant
  - Adjudication quadrant.





## Why do we need ProFESS?

Professional excellence is as essential to be an effective health care and research practitioner as academic excellence. Having a strong sense of a professional identity and understanding of professionalism will assist you to function safely and effectively within your chosen field of endeavour. For many 21<sup>st</sup> century health professional groups this is regarded as a core competency.

University studies however, occur within the broader contours of your life. Many students start their courses having already experienced significant life events, or these develop during their studies. In addition, all students start their tertiary training with inherent values and beliefs. These may at times conflict with specific attitudinal/ behavioural course expectations. The issues and challenges that can occur whilst studying as a tertiary student can have a significant impact (both positive and negative) on your professional and personal growth. Sometimes they may also impede your academic progression toward your chosen healthcare or research profession. In relation to these concepts this new framework provides equal focus on:

- Fostering the health and wellbeing of all students, providing appropriate support as needed and building increased understanding of the place of personal care in professional and research practice.
- Developing appropriate habits of thinking and being that are consistent with the roles and responsibilities of a 21<sup>st</sup> century healthcare practitioner.
- Building a strong understanding of the privileges and responsibilities of being a healthcare professional in the 21<sup>st</sup> century
- Promoting an understanding of the place of professional standards and codes of conduct for guiding professional behaviour choices and navigating the decision - making tensions that may arise when values and beliefs conflict.
- Addressing the needs of individual learners while simultaneously ensuring our assessment and progression pathways are consistent with our duty of care to the public.

**Key Focus of ProFESS: Identify a problem early, intervene quickly and appropriately, prevent escalation if possible.**

## ProFESS in a Nutshell

ProFESS is the framework through which any Fitness for Practice (FfP) concern is managed, as well as providing a structure and process to assist you when you are struggling to meet course expectations. This guide explains the different components of the framework, how they interact and key staff involved. This process supersedes the Professional Behaviour Intervention process, which ceased in 2020. It also provides a guide to the differences between meetings and the range of personal or professional concerns that might impact on Fitness for Practice. The type of meeting you may be required to attend is determined by the nature of the FfP concern. The guide provides a summary of each type of meeting and examples of the type of outcome and/or impact that may result from a meeting. Whilst the ProFESS framework addresses Fitness for Practice concerns, serious FfP concerns are governed by the University Student Academic Progress Policy and Regulations in addition to the relevant University Policy Regulations for Student Discipline and Misconduct (including Academic Misconduct and General Misconduct).

## What is the difference between the ProFESS meetings?

Type of ProFESS meeting	Nature of the meeting	Who identifies the concern/problem & What is the Level of the concern?	Who conducts the meeting?
Prevention & Education meeting.	Informal	<b>Student</b> <b>Staff</b> may initiate if concerns for personal problems or potential or minor FfP** concerns	Staff member selected by the student, OR School/Department nominated student welfare/advisor, OR

			Tutor, Clinical supervisor OR Student Support Lead (Faculty appointed)
Support meeting.	Informal	<b>Staff</b> Usually Minor FfP** concern	Staff member who noted a concern, OR Unit coordinator, OR Clinical Supervisor, Clinical Dean, Director of Clinical Training (DCT), Discipline Leads, OR Associate Dean Professionalism practice standards (ADPPS) OR Student Support Lead
Review & Remediation meeting	Formal	<b>Staff</b> Moderate to Serious FfP** concern	Course Convenor, OR Academic Director, OR Clinical Dean, DCT, Discipline Leads, OR ADPPS OR In consultation with the Fitness for Practice committee
Adjudication meeting (Formal) Academic Progress Committee (Fitness for Practice) hearing	Formal	<b>Staff</b> Serious FfP** concern triggered by failing to meet compulsory course requirements <a href="https://www.monash.edu/students/academic-progress/receiving-notice/course-requirements">https://www.monash.edu/students/academic-progress/receiving-notice/course-requirements</a>	Academic Progress Committee (Fitness for Practice) hearing***

\*\* FfP – Fitness for Practice– this framework is governed by Monash University Academic Board Regulations, Part 3

\*\*\* Fitness for Practice committee – this committee is an Academic Progress Committee governed by Monash University Academic Board Regulations, Part 4

### What constitutes a personal issue or concern?

This will usually be a personal problem/issue that is (or could be) impacting on your academic studies, the teaching or learning environment, course delivery or has the potential to be a FfP concern. Student concerns/problems can range across a wide range of areas and discussing these with the appropriate staff can provide you with guidance and support. Areas of concern you may experience might include:

<b>Personal issues</b>	e.g. recent personal trauma/challenge; death or illness of close friend/family member; personal relationship issues; existential problems
<b>Family problems</b>	e.g. difficulty with a family member; abuse/harassment by family member; relationship challenges within the family.
<b>Adjustment difficulties</b>	e.g. difficulty adapting to University; difficulty adjusting to clinical environment; international student or cultural challenges;
<b>Social difficulties</b>	e.g. interpersonal difficulties within student cohort; feeling of isolation or not fitting in
<b>Financial concerns</b>	e.g. couch surfing, sleeping in car etc.
<b>Lifestyle problems</b>	e.g. external demands on time (elite athlete); outside work commitments; transport difficulties; use/misuse of alcohol or drugs; over pre-occupation with hobbies such as online gaming or addictive activities.
<b>Learning difficulties</b>	e.g. struggling with academic workload; difficulty with language or study techniques; difficulty with academic teaching staff; difficulty with course requirements
<b>Course challenges</b>	e.g. confused about placements or course expectations; difficulty with mandatory requirements.
<b>Health concern</b>	e.g. acute illness; previously undisclosed chronic illness/disability; recent trauma; stress/distress related to bullying/harassment/intimidation

### How is the Seriousness of a FfP concern defined?

This table provides you with a guide to how the Faculty may view whether a concern is considered Minor, Moderate or Serious.

MINOR	MODERATE	SERIOUS
A single FfP concern Explanation/apology provided Responsive to support &/or	Repetitive/recurrent episodes of a single FfP concern in spite of support	Illegal and/or Australian Health Practitioner Regulation Agency (AHPRA) reportable behaviour

remediation.	&/or remediation, and or multiple episodes of different concerns	
No harm to peers, teachers or patients	Behaviour that could potentially cause harm to peers, teachers or patients	Safety concerns for student, staff, peers or patients and/or FfP concern results in removal from placement
Student accepts and is responsive to feedback about FfP concern	Student lacks insight/awareness about the FfP concern and is resistant to feedback	FfP concern non - responsive to feedback and support/review and remediation
Student accepts responsibility Addresses FfP concern	Student does not accept responsibility for the FfP concern or is unwilling to be accountable.	Student does not demonstrate remorse or accept responsibility/accountability for the FfP concern
FfP concern(s) that resolves with support &/or remediation	Multiple educators reporting a single concern or persistent/recurrent FfP concern(s) following remediation.	Student has attended 1,2 or 3 review and remediation meetings without: - Complying with the recommendations Meeting behavioural change targets within acceptable time
Single/ sudden/ unexpected health issue affecting studies. Student is well enough to address the concern	Ongoing concerns re student's health &/or wellbeing that intermittently appears to affect studies	Significant health issues impacting on academic studies or course requirements

### What type of behaviour may be regarded as a professional behaviour lapse?

Professional behaviour/attitudes that may trigger a Fitness for Practice (FfP) concern are grouped into six categories. While each situation is considered individually, some behaviours detailed here, while they are Professional behaviour lapses, are more appropriately managed under Discipline or Misconduct University policies and regulations. These are reviewed on a case by case basis.

<b>Behaviour Category</b>	<b>Example of Behaviour</b>
Failure to Engage	Absent or late for assigned activities; not meeting deadlines; poor initiative; general disorganisation; cutting corners; poor teamwork; language difficulties; poor participation;
Dishonest behaviours	Lying; cheating; data fabrication; data falsification; misrepresentation; acting without consent; not obeying rules & regulations; denying responsibility;
Disrespectful behaviour	Poor verbal/nonverbal communication; inappropriate use of social media; inappropriate clothing; disruptive behaviour in teaching sessions; privacy & confidentiality violations; bullying; harassment; discrimination; sexual harassment;
Poor self awareness	Avoiding feedback; not accepting feedback; not sensitive to another's needs; blaming external factors rather than own adequacies; resisting change; not aware of own limitations; lacking insight into own behaviour; not demonstrating accountability;
Delayed professional identity	Not responsive or accepting or professional standards; poor formation understanding of patient/client need
Unethical behaviour	Not demonstrating integrity, role virtues etc

## Process and Impact/Outcome of a ProFESS meeting

Type of ProFESS meeting	Process of meeting	Potential Impact/Outcome(s)
Prevention & Education meeting. (Informal)	<b>Student initiated.</b> Specific meeting time organised. Length of meeting: 15 -20 mins. Student concern discussed. Student safety/welfare discussed. Follow up date agreed on (if needed). Summary of meeting provided. Meeting logged for audit purposes only.	<u>Impact</u> Increase student wellbeing/performance. Increase student confidence in support systems. Empower students to manage problems. Enhance understanding of the importance and validity of managing personal needs. <u>Outcome</u> Student concern addressed or triaged. Concern resolves AND/OR followed up. Potential to include process for professional development purposes.
Support meeting. (Informal)	<b>Staff initiated.</b> Student <i>invited</i> to attend. Specific meeting time organised. Length of meeting: 20-30 mins. Concern discussed & student perspective encouraged. Relationship of concern to Fitness for Practice explained. Student safety/welfare discussed. Summary of meeting provided. Meeting logged for audit purposes & to ensure appropriate follow up.	<u>Impact</u> Increase understanding of the importance of support in professional development. Increase awareness of fitness for practice concerns and professional standards Assists behaviour change in line with Fitness for Practice requirements. Early identification to prevent escalation. <u>Outcome</u> Concern followed up and resolves OR is escalated. Increased staff understanding of student need and/or behaviour. Concern triaged to appropriate support or services. Concern may require notification to Unit/Course coordinator, especially if safety/welfare concerns. Potential for student to include process for professional development (PD) purposes. Action plan may be provided to assist student with managing a concern
Review & Remediation meeting (Formal)	<b>Staff initiated.</b> Student <i>requested</i> to attend. One-week notification of meeting. Support person if required. Length of meeting: 45-60 mins. Concern investigated and discussed Relationship of concern to Fitness for Practice explained. Remediation strategies/program discussed. Action plan developed. Meeting is logged in Fitness for Practice database	<u>Impact</u> Improve understanding of Fitness for Practice expectations. Improve management of student health and wellbeing Document that behavioural change occurs. Effective remediation to reduce need for escalation Effective remediation designed to improve graduate outcomes. <u>Outcome</u> Successful remediation completed. Concern followed up and resolves OR is escalated. Process included for student PD purposes. Meeting notes may be requested in course progression decisions.

<p>Adjudication meeting (Formal) Academic Progress Committee (Fitness for Practice) hearing</p>	<p><b>Staff initiated</b> Referrals where a compulsory course requirement is not met. <a href="https://www.monash.edu/students/academic-progress/receiving-notice/course-requirements">https://www.monash.edu/students/academic-progress/receiving-notice/course-requirements</a> Triggered at the end of semester 1 or 2 or at other times as needed, for serious cases. Student is <b>required</b> to attend. 10 working days notification of meeting. Support person if required. Concern investigated and discussed with Academic Progress Committee (Fitness for Practice) hearing Outcome decision provided at time of meeting. Meeting is logged in Fitness for Practice database and academic progress register</p>	<p><u>Impact</u> Improve student understanding of professional behaviour expectations. Potential course progression outcomes for student. Parallel focus on student wellbeing. Student, staff, society safety preserved. Effective adjudication improves graduate outcomes. <u>Outcome</u> Continue enrolment with enrolment conditions Continue enrolment without enrolment conditions Exclusion from the course. Committee may refer to University Discipline. (refer to the Fitness for Practice business process).</p>
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[monash.edu/medicine](https://monash.edu/medicine)

