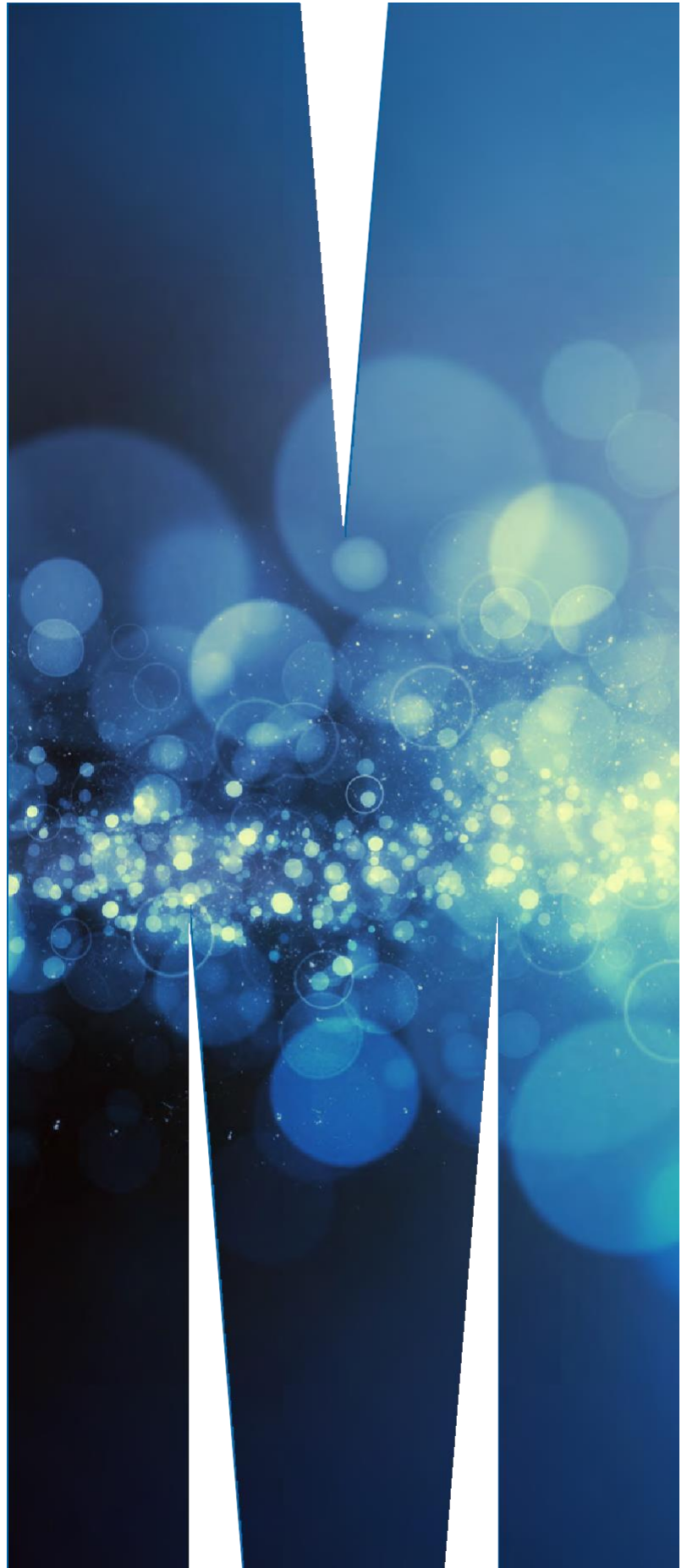


GUIDE FOR PLACEMENT SUPERVISORS

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1. BACKGROUND

All medicine, nursing and health science students are expected to complete periods of learning in the workplace that facilitate the graduation of entry level practitioners who are able to meet the requirements of the profession and regulatory bodies. However, a successful placement is dependent upon many factors: the level of student preparedness for entry into the world of practice; a student's willingness to embrace the many and varied learning opportunities presented to them and the extent to which practitioners welcome and appropriately supervise them. The intention of the Guide is to clarify the nature of the preparation provided to our students prior to placement and our expectations of them in relation to their professionalism and behaviour. It will also explain the newly introduced MNHS Professional Standards, Ethical Behaviour and Student Support or ProFESS framework.

1.1 About the Guide

The information in the Guide is divided into five parts:

1. Faculty of Medicine, Nursing and Health Science (MNHS) Requirements of Students prior to Placement
2. During Placements: Faculty Expectations
3. Managing Unsatisfactory Students
4. The MNHS Professional Standards, Ethical Behaviour and Student Support or ProFESS framework

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.

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.

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.

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. FACULTY REQUIREMENTS OF STUDENTS PRIOR TO PLACEMENT

2.1 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 are 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.

2.2 Personal and professional standards

Students are expected to:

- Exhibit high standards of personal care and grooming, wearing the appropriate attire and adhering to process and procedures
- Refer to the Ahpra website for the Code of Conduct relevant to their profession or search for an individual profession Code of Conduct or refer to their professions' website and access their Code of Conduct
- Carefully consider the extent to which they believe they 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*
- Complete the **Respect at Monash** module at the time of enrolment which covers: *Rights & responsibilities/Problem behaviour & misconduct/Respectful relationships/How to be an active bystander/Alcohol & other drugs* <https://www.monash.edu/about/respect-now-always>
- Wear a uniform during the practice components of their courses (where prescribed)
- Are identifiable by name and as a Monash student at all times during placements.

2.3 The concept of Fitness for Practice

A corollary to our commitment to educate students in relation to meeting the professional and personal expectations, we have introduced the concept of Fitness for Practice which is composed 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 our teaching settings whether they are clinical, non-clinical, campus based, within a research laboratory or online. The ProFESS framework (Section 5), is designed to support and assist students to meet their 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 their 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 a student's behaviour or approach to study, which can assist them 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 students not meeting compulsory course requirements, they can be referred for Adjudication with an Academic Progress Committee (Fitness for Practice) hearing.

2.4 Criminal and relevant history record screening

Prior to commencement of ANY placement, students MUST:

- Obtain (prior to commencement of workplace practice) Police Check and Working with Children Check (WWCC) and any other checks that are specified as pre-requisites for particular placements (this may include a National Disability Insurance Scheme (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
- 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.

In addition, students MUST comply with any additional placement requirement that may be unique to the discipline. 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.

2.5 Immunisation, health screenings and notification regarding pregnancy

Prior to commencement of ANY placement, our students MUST:

- Comply with the MNHS Immunisation Requirements
- Ensure that immunisations are completed prior to commencement of placements and documents are

uploaded to InPlace by the deadline set by their 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 will not be able to attend placement after 34 weeks gestation and until 6 weeks post-birth.

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.

2.6 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, students are required to regularly review the updates posted on the [Monash University COVID-19 website](#) and be aware of 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 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. Students are required to consult with their doctor if they have any questions regarding their 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 willful failure to implement infection prevention and control guidelines.

2.6.1 Hand hygiene

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

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

2.6.2 PPE and fit testing

Students are made aware they will be required to wear personal protective equipment (PPE) to prevent the transmission of Covid-19 on clinical placements. Students are made aware that 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. Students are required to upload evidence of fit testing into InPlace.

<https://www.health.vic.gov.au/publications/fit-testing-requirements-to-support-clinical-placements>

(updated - 1 October 2021)

2.7 Basic life support / first aid

Generally speaking students should 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 the student's obligation to comply with prerequisites such as current First Aid training and CPR certification where required by Schools or Departments.

2.8 Pre-placement orientation - campus based activities

We inform students that immersion in the authentic workplace is much more than the translation of discipline learning into a range of professional capabilities. It also contributes to their professional socialisation and in educating them in respect to the attitudes and behaviours expected within the specific workplace setting. Students are expected to actively engage with practitioners in the field and to seek out timely feedback about the quality of their professional knowledge and skill development. In addition, students are advised to reflect upon their behaviour and reconcile their 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.

Students are obliged to attend and actively participate in any pre-placement teaching and learning activities organised by either the unit coordinator, course coordinator, or fieldwork team prior to the placement. They are expected to understand the learning objectives and assessment requirements for each placement and develop strategies to achieve them and any personal learning goals.

3. DURING PLACEMENTS: FACULTY EXPECTATIONS

3.1 Orientation and induction

Students are required to be provided 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 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 Monash University OHS Guidelines for Work Integrated (WIL) Student Placement and Co-Curricular Internships include the requirement that students complete a Health and Safety Briefing and complete an Induction Checklist before they start their placement activities. 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)

- Procedures to be followed where a student may encounter violent or aggressive behaviour, infection control follow - up or chemical spill procedures.

3.2 Safe practice obligations

Throughout their placement students are expected to:

- Report injuries, infection exposure and near misses (accidents that might have occurred but did not occur) immediately to the placement supervisor
- Report any hazards encountered on placement to the supervisor
- Log any incidents that occur during placement in [S.A.R.A.H](#) (the Monash incident online database)
- Participate and contribute in meetings, training and other environment, health and safety activities as required
- Co-operate with instructions given by emergency response personnel such as emergency wardens and first aid personnel
- Co-operate with university and placement provider in activities related to compliance with Occupational Health and Safety Legislation
- Be familiar with correct use of safety devices and where appropriate personal protective equipment.

3.3 Patient/ client consent and identification

Students must follow the organisation's directives in relation to patient/client identification and consent for them to participate in health care or service delivery. At all times throughout their placement, students need to be mindful about patients' rights as articulated within the ***Australian Charter of Healthcare Rights***. Students are reminded this is another reason why they must wear appropriate identification at all times so patients/clients may make an informed decision as to whether or not to allow a student 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 case study/assignment is utilised for the purpose of student assessment in the course with potentially identifying information:

1. A [patient consent form](#) should be filled out.
2. Prior to the case study being conducted, the student will provide the patient consent form to the patient/client for review and signature.
3. If the patient/client is happy to proceed and signs the consent form, the student can proceed with the case study/ assignment.
4. The student will submit the consent form at the time of submission of the relevant assessment task in Moodle.
5. The Unit Coordinator will collate any patient consent forms received during the course of their unit and provide them to the relevant School Education Services staff for storage.
6. The Senior Student and Academic Support Manager will maintain the storage of all patient consent forms and arrange for them to be destroyed after a period of 7 years.

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 3.5 below.

3.4 Acknowledgement of the First Peoples of Australia and broader cultural diversity

Students are educated in regards to the diverse needs of Aboriginal and/or Torres Strait Islander peoples, the First Peoples of Australia. They are expected 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. Additionally they complete educative modules created by the MNHS Gukwonderuk Indigenous Health Unit:

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

Students know everyone seeking access to services at health facilities come from a variety of cultures. Therefore, in order to provide good healthcare, we ask them to be aware of their own culture and the impact this might have on health consumers they work with. We value any contribution you can make to helping students to develop the appropriate attitudes towards all patients/clients irrespective of their cultural background. We are all responsible for the graduation of entry level practitioners who are compassionate and empathetic

3.5 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.

3.5.1 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 this obligation they are encouraged to read further on this very important matter.

3.5.2 Implications of confidentiality for health professional students

The requirement to respect and comply with confidentiality 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.

3.6 The use of IT and social media during placement

The Monash University ITS and Social Media policies still apply during the placement. However, students must also be mindful of the IT and social media policies of each facility they are placed in and ensure their behaviour reflects these policies.

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

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

3.7 Witnessing inappropriate behaviour

Students may encounter a range of inappropriate behaviours by persons not within the control of the University. They are told of the importance of being able to differentiate between the various types of inappropriate behaviour they may observe or experience so that they may report it to the correct body. In most cases where a student observes or experiences inappropriate behaviour on placement, we advise them to report the incident in the first instance to their unit coordinator or in the case of medicine to the Clinical School academic staff located at the placement. It is very important that supervisors recognise the dilemmas facing students should they witness any untoward behaviour on the part of a practitioner or patient or relative. A very real power imbalance is present in the practice setting and this is why students are encouraged to bring the issues back to the faculty as we can more appropriately manage the next steps.

Students are provided with Information on whistleblowing at:

<https://www.monash.edu/medicine/education/whistleblower>

3.8 Attendance obligations at scheduled placement

Attendance at placement is compulsory. Students are informed that failure to attend has many consequences for them the most significant of which is failure of the unit and potentially failure to progress in their course. Students MUST:

- Ensure that external work commitments and studies do not conflict with placements.
- 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).
- 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 commencement time.
- Contact their placement supervisor by telephone if running late 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.
- Be aware that attending clinical placement with an illness may pose a risk to people whose immunity may already be compromised, as well as putting colleagues and themselves at risk.
- Inform their immediate supervisor in the workplace by telephone as soon as possible but no later than 15 minutes prior to the commencement of the roster or shift if they are unable to attend their

placement. Text messages or emails are not acceptable unless students receive amended advice from their unit coordinator or delegate.

- 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.
- Be prepared to accept any late change to their advertised roster or placement allocation (right up to the day of the commencement of the placement).
- Declare any planned absences well in advance ideally giving a semester notice. This leave will be recorded as absent days.

3.8.1 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 observation of religious holidays must notify the unit coordinator/course coordinator well in advance of their religious holiday commitments [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.

3.8.2 Medicine students

The attendance requirements for medicine students are specified in the Learning Management System used for the Units in which the student is enrolled. 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. If the reason for absence is covered by the University's Special Consideration procedure, application for special consideration must be made.

3.8.3 Midwifery, Nursing, Paramedic and Social Work students

- 100% attendance at clinical/fieldwork placements 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.

3.8.4 All other students

- 100% attendance at placements is usually required to achieve a pass in the relevant unit.
- One day, or any part thereof, in every 50 scheduled placement days may be missed due to illness or family circumstances without support 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 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.

3.9 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 to the university.
- 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.

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.

3.10 Dress code and personal presentation

Students are provided with a series of recommendations in regards to dress code and personal appearance during placement. Students who are not required to wear a uniform must nevertheless be neat and professionally attired in a manner consistent with our directives.

4. 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 students from starting their placement or remove them from placement. If a placement in their 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.

4.1 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 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.

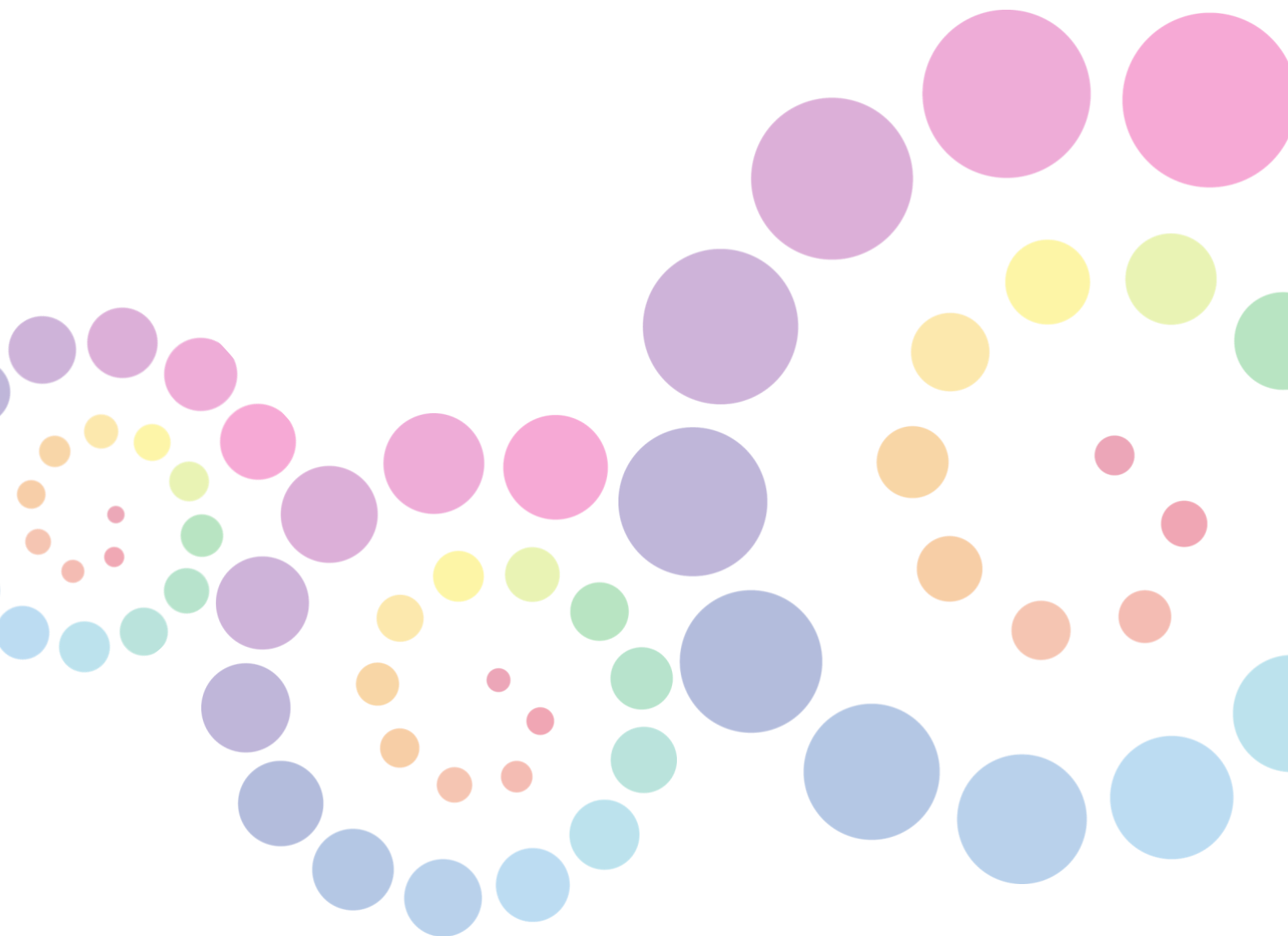
5. REFERENCES AND ADDITIONAL READINGS

- [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](#)
- [Working with Children Check \(WWCC\)](#)

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STUDENT INFORMATION GUIDE

Professional standards, Ethical Behaviour &
Student Support framework ([ProFESS](#))

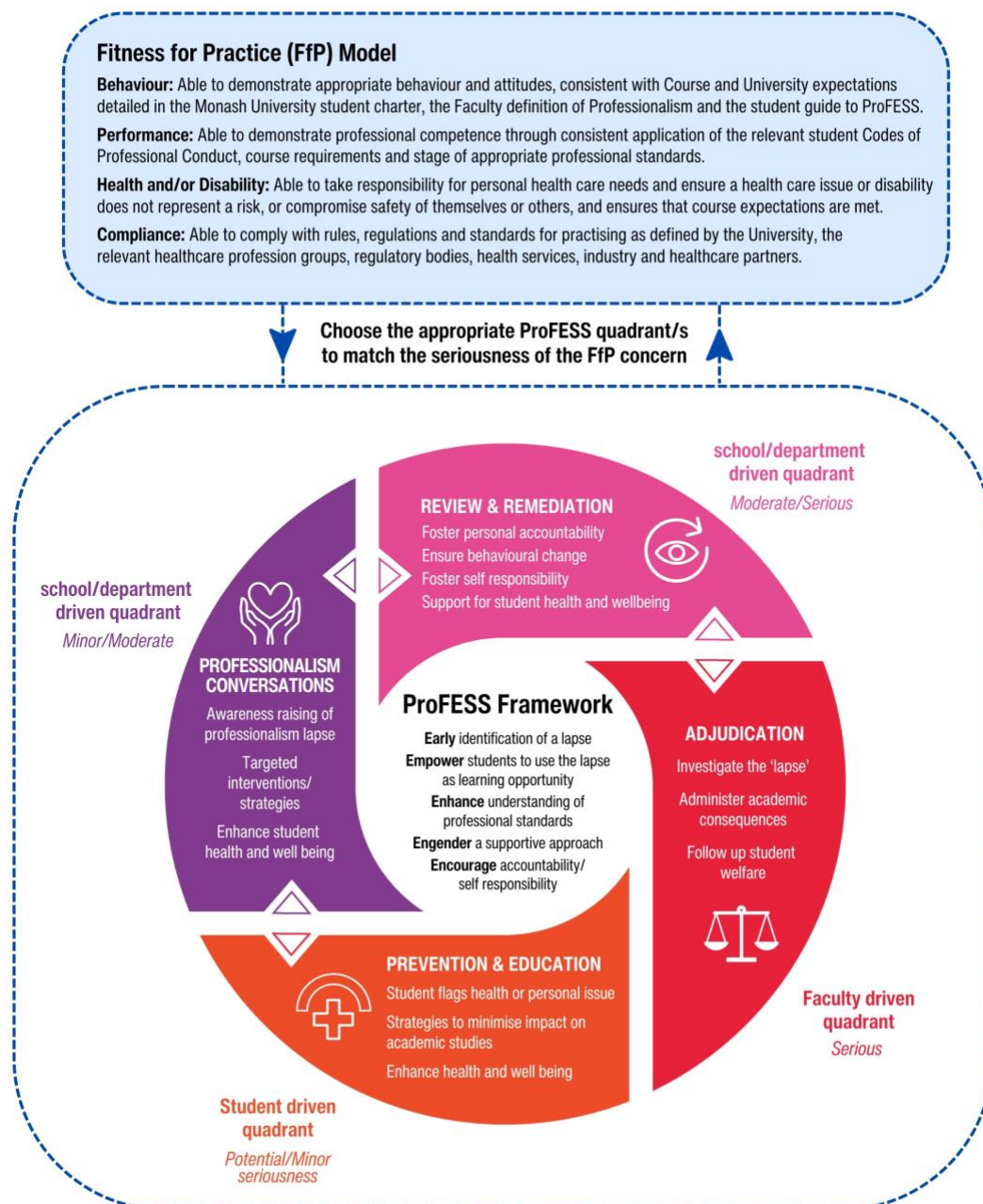
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Professional Standards, Ethical Behaviours and Student Support (ProFESS)

Professionalism (faculty definition appendix A) and Fitness for Practice (see p 4) are regarded as core curricula in the faculty of Medicine, Nursing and Health Sciences.

This information guide is an overview of the *Professional Standards, Ethical Behaviour and Student Support (ProFESS)* framework used to assist you meet Fitness for Practice course expectations especially if you are experiencing difficulties.



Fitness for Practice course expectations apply irrespective of where the teaching and learning are delivered - on campus, online, in a research laboratory or on clinical placement. These competencies demonstrate that you have the essential professionalism skills needed to be a safe and effective practitioner and/or researcher with the knowledge and skills about how to manage personal difficulties while continuing to meet professional standards and course expectations.

ProFESS in a Nutshell

ProFESS has four integrated quadrants with access depending on the type of behavioural support needed and the nature of the Fitness for Practice concern.

ProFESS is a student centred process to empower you to be an active agent in your own learning. Sometimes a professional behaviour lapse can occur for unexpected reasons, including ill health and personal difficulties, resulting in a significant impact on your professional and personal growth (Appendix A). The ProFESS framework supports you to work through these difficulties. It uses a behaviour change approach to strengthen your understanding of professional standards and outline strategies to help you meet Fitness for Practice (FfP) course requirements (Appendix B).

This guide describes each of the quadrants of the ProFESS framework (Appendix C) and summarises the process for conducting a meeting when remediation is required (Appendix D).

When you are requested to attend a ProFESS meeting, this is to discuss a professional behaviour lapse(s), which has occurred. Your educators attempt to do this as early as possible to ensure you have sufficient time to address the concern so that you meet Fitness for Practice requirements. By engaging in the process you will find that your Professional Identity Formation and understanding of professionalism deepens. Attending any academic performance meetings can be stressful and bringing a support person with you often eases this tension. If you are an ATSI student, Gukwonderuk is able to provide a support person to accompany you if you wish. If you are registered as having a Disability, consider inviting your case worker as your support person. Please observe all university requirements in relation to a support person.



Key focus of ProFESS

Identify a problem early and intervene quickly and appropriately to enable behaviour change consistent with course expectations.

Why do we need ProFESS?



Professional excellence is as essential to effective health care and research practice 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 21st century health professional groups this is regarded as a core competency.

University studies 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 most of us have embedded personal values and beliefs, which may conflict with specific attitudinal/ behavioural course expectations and can result in unintended professional behaviour lapses. The underlying ethos of the ProFESS framework is to: :

- Foster all students health and wellbeing, triaging support options as needed and supporting the importance of personal care in professional and research practice.
- Develop appropriate habits of thinking and being that are consistent with the roles and responsibilities of a 21st century healthcare practitioner and researcher.
- Build a strong understanding of the privileges and responsibilities of being a healthcare professional in the 21st century.
- Promote professional standards and codes of conduct for guiding professional behaviour choices and decision-making when values and beliefs conflict.
- Address individual learners needs while simultaneously ensuring our assessment and progression pathways are consistent with our duty of care to the public.

What is a Fitness for Practice concern?

Fitness for Practice (FfP) has four domains, each with its own competency statement:

- **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.

Fitness for Practice requirements apply to all University teaching settings including in the workplace, hospital or clinic, on campus, within a research laboratory or online.

Assessment and Fitness for Practice

Professionalism will continue to be taught and assessed through current curricula pathways. Fitness for Practice course expectations are also monitored by teaching, learning and support staff. When difficulties or concerns about professional behaviour or Fitness for Practice are noted then the ProFESS framework is activated to assist students **to meet** course expectations while managing difficulties. Fitness for Practice is a compulsory course requirement and not meeting those expectations may result in the academic progress process being enacted. https://www.monash.edu/students/study-support/academic-progress/receiving-notice/course-requirements#_MNHS

An academic progress risk level three is triggered when you do not meet one or more compulsory Fitness for Practice course requirements usually for serious concerns(Appendix E). Referral to Adjudication may result in an Academic Progress Committee (APC) – Fitness for Practice hearing. (<https://www.monash.edu/students/study-support/academic-progress>).



Key point

Dual pathways of assessment for professionalism and professional identity formation occur through standard course curricula and Fitness for Practice (FfP) course expectations

Appendix A: Personal challenges or difficulties?

A number of personal challenges can impact on your learning or demonstration of professionalism. As detailed below student concerns/problems can occur for a variety of reasons and discussing these with the appropriate staff can provide you with guidance and support to help remedy the problem. Additional support information is in [Managing the Maze](#).

Common challenges students experience include:

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

Appendix B: What is a professional behaviour lapse?

Professional behaviour lapses are grouped into six categories. At times some of the behaviours detailed here, may be managed under Academic progress, Discipline or Misconduct University policies and regulations.

Behaviour Category	Example of Behaviour
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; denying responsibility.
Disrespectful behaviour	Poor verbal/nonverbal communication; not complying with rules & regulations; inappropriate use of social media; inappropriate clothing; disruptive behaviour in teaching sessions; privacy &/or confidentiality violations; bullying; harassment and/or abuse; discrimination; sexual harassment and/or abuse ¹ .
Poor self-awareness	Avoiding feedback; not accepting feedback; not sensitive to another's needs; blaming external factors rather than own inadequacies; resisting change; not aware of own limitations; lacking insight into own behaviour; not demonstrating accountability.
Delayed professional identity	Not responsive to, or accepting the required standards; poor understanding of patient/client need; behaviour that presents risk to patient safety; unable to accept appropriate level of professional responsibility
Unethical behaviour	Poor demonstration of stage appropriate role virtues; Not demonstrating stage appropriate ethical principles; Not demonstrating integrity.

¹ Within Monash University this is initially managed as a Misconduct issue

Appendix C: Initiating a ProFESS meeting

Type of ProFESS meeting	Who identifies the concern? What is the seriousness of the concern?	Who conducts the meeting?#
Prevention & Education meeting	Student initiated Personal concern Staff initiated In a preventive capacity or role	Monash professional or academic staff member selected by the student and approved to hold these meetings by the individual School/Department. Monash academic staff member at the level of Unit coordinator (or equivalent) or designated by the Director of Education (or equivalent), HOD or faculty
Support meeting	Staff initiated Usually Minor FfP* concern	Monash academic staff member at the level of Unit coordinator (or above) or designated by the Director of Education (or equivalent), HOD or faculty
Review & Remediation meeting	Staff initiated Moderate to Serious FfP concern	Monash academic staff member at the level of Course Convenor (or equivalent) or designated by the Director of Education (or equivalent), HOD or faculty
Adjudication meeting	Staff initiated Serious FfP concern	Referral to the ODDE** Fitness for Practice committee***

ATSI students are advised to contact the Gukwonderuk Unit for further information and support options

*FfP – Fitness for Practice concerns (see Clinical Placement guide). FfP is governed by Monash University Academic Board regulations, Part 3

**ODDE – Office of the Deputy Dean of Education

*** APC - Fitness for practice committee is an Academic Progress Committee governed by Monash University Academic Board Regulations, Part 4

Appendix D: Conducting a ProFESS meeting

ProFESS meeting	Structure of a meeting	Potential Impact/Outcome(s)
Prevention & Education meeting	<p>Student or staff initiated. Specific meeting time organised. Length of meeting ~ 15 -20 mins. Student concern discussed. Student safety/welfare discussed. Meeting notes kept at secure site. Meeting logged on ProFESS database for audit purposes.</p>	<p>Impact Increase student wellbeing/performance. Increase student confidence in support systems. Empower students to manage problems. Enhance student understanding of the importance and validity of managing personal needs.</p> <p>Outcome Student concern addressed OR triaged. Concern resolves AND/OR followed up. Potential for student to include the meeting outcomes for professional development (PD) purposes.</p>
Professionalism Conversation (formerly Support meeting)	<p>Staff initiated A Support person is encouraged for all ProFESS meetings (observe guidelines) Specific meeting time organised. Length of meeting ~ 20-30 mins. FfP concern/professionalism lapse discussed and student perspective sought. Relationship of concern to Fitness for Practice explained. Student safety/welfare discussed. Student given copy of meeting notes. Meeting logged on the school site for audit purposes and to ensure appropriate follow up.</p>	<p>Impact Increase understanding of the importance of support in professional development (PD). Increase awareness of fitness for practice concerns and professional standards. Fosters behaviour change through student awareness. Early identification of a concern.</p> <p>Outcome Opportunity for student to self-correct behaviour. Increased staff understanding of student need and/or behaviour. Concern may be triaged to appropriate support services. Concern may require notification to Unit/Course coordinator, especially if safety/welfare concerns. An action plan may be provided to assist student with managing a concern. Meeting notes may be provided for an APC-FfP hearing.</p>
Review & Remediation meeting	<p>Staff initiated Student notified of meeting time and place. Encourage a support person (observe guidelines) Length of meeting ~ 45-60 mins. The PB lapse is discussed Relationship of concern to Fitness for Practice explained. Student perspective sought. Student safety/welfare discussed if appropriate Remediation strategies discussed. Professional Performance Plan developed. Student given a copy of meeting notes All meeting notes filed on secure site. Meeting is logged on the ProFESS database</p>	<p>Impact Improved understanding of Fitness for Practice expectations. Improved management of student health and wellbeing. Documentation that behavioural change has occurred. Remediation strategies designed to assist student meet course expectations.</p> <p>Outcome Successful remediation completed. Concern followed up to ensure resolution. Support services triaged if wellbeing/welfare concerns Notify Safer Communities If safety/welfare concerns, Process may be used by students for PD purposes. Meeting notes may be requested in course progression decisions.</p>
Adjudication meeting	<p>Staff initiated Staff referred to the ODDE*. Student must complete appropriate documents if they wish to attend. One week notification of meeting. Support person if student requests. Concern investigated and discussed by the APC - Fitness for Practice committee hearing. Outcome decision provided at hearing. Meeting is logged on the ProFESS database</p>	<p>Impact Increase student understanding of professional behaviour expectations and the need for change. Potential course progression outcomes for student. Parallel focus on student wellbeing. Student, staff, society safety preserved. Effective adjudication improves graduate outcomes.</p> <p>Outcome Case dismissed OR Continue enrolment without enrolment conditions OR Continue enrolment with enrolment conditions OR Exclusion from the course.</p>

*ODDE Office of the Deputy Dean of Education

Appendix E: Defining the Seriousness of a FfP concern

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

Minor	Moderate	Serious
A single FfP concern – student acknowledges the concern and responds to it. Apology is given if needed. Responsive to support and/ or remediation.	Repetitive episodes of a single FfP concern in spite of support and /or remediation; multiple educators reporting a single concern, and/or multiple episodes of different concerns.	Student has attended 1, 2 or 3 review and remediation meetings without satisfactorily addressing remediation plans and/or behavioural change targets within an acceptable timeframe.
FfP concern(s) that does not represent a safety concern for self, peers, patients, or staff, which resolves with support and/or remediation.	Behaviour that could potentially cause harm to self, peers, teachers, or patients. Behaviour that represents a low level safety concern to self, peers, teachers, or patients.	A significant safety concern for self, staff, peers, or patients and/or FfP concern resulting in removal from placement.
Student accepts responsibility and is responsive to feedback about the FfP concern.	Irresponsible/unethical behaviour. Student lacks insight/awareness and/or is resistant to feedback.	Student is nonresponsive to feedback, support and/or remediation strategies. Lacks insight and/or does not accept responsibility for unethical behaviour
Student is accountable for the FfP concern or professional behaviour lapse.	Student does not accept responsibility for the FfP concern or denies accountability.	Student does not demonstrate remorse or accept responsibility/accountability for the FfP concern. Repetitive behavioural issues despite prior remediation
Single/sudden/unexpected health issue affecting studies. Acute on chronic health issue(s) that affects studies and impacts on FfP performance. Student is well enough to address the concern.	Ongoing concerns re student's health &/or wellbeing that intermittently appears to affect studies. Student does not appear to be managing.	<ul style="list-style-type: none"> Significant health issues impacting on academic studies or course requirements. Limited student response to care needs. Illegal and/or Australian Health Practitioner Regulation Agency (AHPRA) reportable behaviour.

FfP = Fitness for Practice