



School of Nursing and Midwifery

**Professional Experience Placement
Risk Management Procedure**

PEP Risk Management Procedure

1. Procedure

This procedure and documentation template is to be applied in instances where, in accordance with SNM Assessment Guidelines, it may be necessary for the School of Nursing and Midwifery (SNM) Director of Teaching and Learning, to withdraw a student from their professional experience placement (PEP). The following excerpt from the SNM Assessment Guidelines identifies the **situations** whereby a student can be withdrawn from PEP:

Withdrawal from PEP

*A student may be withdrawn from PEP and/or have their commencement deferred, by the SNM Director of Teaching and Learning in consultation with the relevant Unit Coordinator in **situations** where:*

- A. The student has committed an act of misconduct as defined under [University Ordinance 9](#).*
- B. The student's behaviour has breached the professional conduct, discipline requirements or other rules of the clinical practice placement provider.*
- C. The student is consistently unable, after due guidance and instruction, to perform at the required standard as assessed by supervising university or clinical practice facilitators/preceptors.*
- D. The student has contravened professional experience placement rules.*
- E. The student's performance in practice is below a satisfactory standard in relation to the competency requirements.*
- F. The student's behaviour is disrupting other students, colleagues or people in the practice setting.*
- G. There is an increased risk of injury or misadventure involving the student or others.*

2. Actions and Documentation

The Unit Coordinator downloads a full copy of this Procedure and initiates the action and documentation process identified in the table below:

Actions	SNM Responsible Person
Section 1 Student PEP Progress Review	Unit Coordinator
Section 2 Risk Assessment	Director of Undergraduate <i>or</i> Postgraduate Studies
Section 3 Formal Determination	Director of Teaching and Learning
Section 4 Withdrawal from PEP	Director of Teaching and Learning
Completed documentation: <ul style="list-style-type: none"> • Provide a copy of the completed documentation to the student. • Locate the original completed documentation in SNM secure record storage. 	Director of Teaching and Learning

Documentation

Section 1: Student PEP Progress Review *(Unit Coordinator to complete)*

(insert student's name and ID) progress in the current *(insert unit name and code)* has been assessed according to the SNM professional experience placement competency requirements, derived from the Australian Nursing and Midwifery Council National Competency Standards. *(delete non-applicable ✓)*

- ✓ **Nursing** *(competency requirements - see Appendix 1)*
- ✓ **Midwifery** *(competency requirements - see Appendix 2)*

All students undertaking a Bachelor of Nursing, Graduate Diploma of Midwifery or Graduate Diploma of Nursing – Child and Family Health Stream must satisfactorily perform the practice competency requirements of the Unit.

Current placement issues:

List the issues which have led to the student's unsatisfactory *situation/s* in the current PEP:

.....

.....

.....

.....

.....

.....

Support provided to date:

List all support and interventions provided in current PEP:

.....

.....

.....

.....

.....

.....

Refer the Student's Case to the SNM Director of Undergraduate *or* Postgraduate Studies

NOTE: *Ensure all related reports, e.g. Clinical Facilitator's evaluation, are attached.*

Completed by: **Signature:**

Date:

PEP Risk Management Procedure

Section 2: Risk Assessment *(Director of Undergraduate or Postgraduate Studies to complete)*

Assess Risk:

Review *Section 1* and any other relevant documentation to identify relevant PEP issues:

.....
.....
.....
.....
.....
.....
.....
.....

Identify Outcome:

✓ **Risk can be managed:**

- List how the PEP issues are to be resolved:

.....
.....
.....
.....

- ✓ Student is supported to return to existing placement.

or

- ✓ Student provided with an alternative placement via request to the SNM Director of Professional Experience.

Return this Document to the Unit Coordinator for Action

✓ **Risk is significant:**

- List the reason/s why the student’s case should be considered for withdrawal from PEP (relevant **situation/s** under **Withdrawal from PEP – page 1**):

.....
.....
.....
.....

Refer the Student’s Case to the SNM Director, Teaching and Learning

Completed by:

Signature:

Date:

PEP Risk Management Procedure

Section 3: Formal Determination and Action *(Director of Teaching and Learning to complete)*

Review Case:

- ✓ **Risk can be managed** Advise Director of Undergraduate or Postgraduate Studies.

.....
.....
.....
.....

- ✓ **Withdrawal from PEP** Initiate the student's withdrawal from PEP *(Section 4)*.

Completed by: **Signature:**

Date:

PEP Risk Management Procedure

Section 4: Withdrawal from PEP

Case Management Meeting

The SNM Director of Teaching and Learning, convenes a meeting to **discuss and document** (*insert student's name and ID*) withdrawal from PEP in (*insert unit name and code*).

Attendance:

Director, Teaching and Learning (Chair):

SNM Unit Coordinator:

Placement Clinical Facilitator or Preceptor:

Student:

Student advocate (if student chooses):

Agenda:

Explain the role of the attendees.

Discuss the student's PEP Progress Review and Risk Assessment:

.....
.....
.....
.....
.....
.....
.....
.....

Advise the student of the outcome of the PEP Progress Review and Risk Assessment and the subsequent necessity for their withdrawal from PEP in accordance with SNM Assessment Guidelines.

Discuss the implications on the student's progress in the unit:

.....
.....
.....
.....
.....
.....
.....
.....

Advise the student of the support services available from the UTAS Support and Equity Unit.

Appendix 1 Nursing Competency Requirements

Professional Practice Domain
1. The student is aware of and complies with relevant legislation and common law pertaining to nursing practice.
2. The student fulfils their duty of care to patients and responds to unsafe practices.
3. The student consistently adheres to the legal requirements for medications.
4. The student practices in accordance with the nursing profession's code of ethics and conduct.
5. The student has appropriate knowledge relating to policy and guidelines and incorporates relevant professional standards into practice.
6. The student acknowledges dignity, culture, values beliefs and rights of individuals and groups, and questions and/or clarifies orders and decisions that are unclear, not understood or questionable.
7. The student acts as an advocate for people in their care and protects the rights of individuals and groups.
8. The student consistently practises within their scope of practice, and demonstrates accountability.
9. The student maintains and integrates knowledge, attitudes and skills of nursing to provide safe and effective nursing care.
10. The student works within the decision making framework, and recognises the difference in roles and responsibility between registered and enrolled nurses.

Collaborative and Therapeutic Practice Domain
1. The student recognises the roles and responsibilities of other health care or service providers and refers individuals when appropriate.
2. The student applies relevant principles to ensure the safe administration of therapeutic substances.
3. The student uses a range of effective communication techniques and use language appropriate to the context.
4. The student demonstrates empathy, trust and respect for the dignity of individuals and effectively initiates, maintains and concludes interpersonal interactions.
5. The student's written communication skills are comprehensive, logical, legible, clear and concise, accurately spelt, and only uses acceptable and appropriate abbreviations.
6. At all times the student maintains confidentiality in discussions about individual's needs and progress.
7. The student adopts and implements collaborative approaches to their practice to discuss an individual's care requirements.
8. The student consistently maintains infection control standards and maintains occupational health and safety principles.

Nursing Competency Requirements cont...

Provision and Coordination of Care Domain
1. The student is able to assess patients, prioritise and re-prioritise their care according to patients evolving health state.
2. The student can identify actual/potential health problems using accurate interpretation of data (i.e. vital signs).
3. The student develops and implements a plan of care in consultation with patients and their supervising RN that incorporates relevant assessment data.
4. The student can monitor and evaluate the individual's responses throughout each intervention, and appropriately adjusts care accordingly.
5. The student accurately maintains and documents information necessary for continuity of an individual's plan of care.
6. In consultation with the supervising RN the student provides appropriate education and resources prior to continuing care and/or discharge.
7. The student approaches assessment in a structured way that reflects the use of a range of data gathering techniques, including observation, interview, physical assessment and measurement.
8. The student is able to identify and appropriately respond to the deteriorating patient and demonstrate suitable interventions.

Critical Thinking and Analysis Domain
1. The student demonstrates the ability to critically reflect on their practice and identifies areas of professional development.
2. The student uses relevant high level evidence to improve current practice.
3. The student demonstrates an understanding of their role in contributing to research and has an awareness of current research.
4. The student uses reflective practice to identify personal needs and seek appropriate support and learning opportunities.
5. The student actively seeks and considers feedback from preceptors, registered nurses and facilitators regarding their performance in practice.
6. The student participates in and recognises the role of quality improvement activities and their relationship to practice outcomes.
7. The student demonstrates an increasing responsibility to share knowledge with colleagues and contributes to formal and informal professional development.

Appendix 2 Midwifery Competency Requirements

Legal and Professional Practice Domain
1. The student demonstrates and acts upon knowledge of legislation and common law pertinent to midwifery practice.
2. The student complies with policies and guidelines that have legal and professional implications for practice.
3. The student formulates documentation according to legal and professional guidelines.
4. The student fulfils the duty of care in the course of midwifery practice.
5. The student recognises and acts within own knowledge base and scope of practice.
6. The student identifies unsafe practice and takes appropriate action.
7. The student consults with, and refers to, another midwife or appropriate health care provider when the needs of the woman and her baby fall outside own scope of practice or competence.
8. The student delegates, when necessary, activities matching abilities and scope of practice and provides appropriate supervision.
9. The student assumes responsibility for professional midwifery leadership functions.

Midwifery Knowledge and Practice
1. The student communicates effectively with the woman, her family and friends.
2. The student provides learning opportunities appropriate to the woman's needs.
3. The student plans and evaluates care in partnership with the woman.
4. The student applies knowledge, skills and attitudes to enable woman centred care.
5. The student provides or supports midwifery continuity of care.
6. The student manages the midwifery care of women and their babies.
7. The student utilises midwifery knowledge and skills to facilitate an optimal experience for the woman.
8. The student assesses the health and well-being of the woman and her baby.
9. The student plans, provides, and is responsible for, safe and effective midwifery care.
10. The student protects, promotes and supports breastfeeding.
11. The student demonstrates the ability to initiate, supply and administer relevant pharmacological substances in a safe and effective manner within relevant state or territory legislation.
12. The student evaluates the midwifery care provided to the woman and her baby.
13. The student utilises a range of midwifery knowledge and skills to provide midwifery care for the woman and/or her baby with complex needs as part of a collaborative team.
14. The student recognises and responds effectively in emergencies or urgent situations.

Midwifery Competency Requirements cont....

Midwifery as Primary Health Care
1. The student respects and supports women and their families to be self-determining in promoting their own health and well-being.
2. The student acts to ensure that the rights of women receiving maternity care are respected.
3. The student demonstrates effective communication with midwives, health care providers and other professionals.
4. The student establishes, maintains and evaluates professional relationships with other health care providers.
5. The student advocates for, and promotes midwifery practice, within the context of public health policy.
6. The student collaborates with, and refers women to, appropriate community agencies and support networks.
7. The student plans, implements and evaluates strategies for providing culturally safe practice for women, their families and colleagues.

Reflective and Ethical Practice
1. The student practises in accordance with the endorsed Code of Ethics and relevant state/ territories and commonwealth privacy obligations under law.
2. The student addresses the impact of personal beliefs and experiences on the provision of midwifery care.
3. The student appraises and addresses the impact of power relations on midwifery practice.
4. The student assesses and acts upon own professional development needs.
5. The student contributes to, and evaluates, the learning experiences and professional development of others.
6. The student ensures research evidence is incorporated into practice.
7. The student interprets evidence as a basis to inform practice and decision making.