



Introduction

Welcome

Welcome to **Nuclear Medicine Professional Entry to Practice 1 (RADY 4043)**. I hope you have been able to build on your skills and knowledge in your previous clinical courses in order to bring enthusiasm and confidence to this, your second last clinical placement block.

PEP1 commences on Tuesday 18th July for a single day pre-clinical workshop. Following this you will start 6 weeks of placement on Monday 24th July, where you will be attending your clinical placement Monday to Friday. At this stage of your program you should continue to apply the knowledge gained from your University courses along with the experience and skills you have acquired on previous clinical placements, and ensure you are on track to complete all clinical competencies outlined in your clinical portfolio. Remember you will soon be registered so this is your opportunity to demonstrate to your supervisor and mentors how valuable you are as a team member.

This course consists of:

- one day pre-clinical workshop
- six (6) weeks of clinical practice in a nuclear medicine department

Please read this course outline carefully. It contains important information regarding assessments and what is required from you during your time in the clinical environment.

Communication throughout the course: I encourage students to engage regularly via:

- assessment queries - please post to the Assessment Q&A forum.
- private/personal queries - please send me a message through the private dialogue

If there are any urgent clinical matters (i.e. those that require immediate attention/action) and you are unable to contact me, please contact the Allied Health and Human Performance Admin team (+61 8 8302 2425) who will contact me or redirect you to an available staff member.

Students placed at South Australian Medical Imaging -SAMI sites (QEH, LMH, FMC, RAH, WCH) may contact the SAMI Clinical Placement Coordinator Emma Liu during clinical placement blocks (**Emma.Liu@sa.gov.au**). Emma may visit SAMI site students throughout the clinical block and will contact students and supervisors by email to advise of her expected date of arrival.

I encourage you to use the discussion forum to continue to keep in touch with your fellow students. The forums are a wonderful resource that I hope you will use to share your clinical experiences. Please remember to maintain site, patient and staff confidentiality at all times.

Best Wishes,
Katherine Guerrero
PEP1 Course Coordinator

Academic Work Definitions

Internal mode includes face to face/in person components such as lectures, tutorials, practicals, workshops or seminars that may be offered at a University campus or delivered at another location. Courses delivered in internal mode may also be offered intensively allowing them to be completed in a shorter period of time. There is an expectation that students will be physically present for the delivery of face to face/in person teaching and learning activities.

Workshop

Student information

A workshop is a structured activity, delivered either in person or online in a virtual classroom in which the student is required to actively contribute. Your instructor will facilitate guided activities that relate to course content previously covered in a lecture and/or seminar and/or tutorial.

All students are expected to be familiar with relevant lecture seminar and/or tutorial content prior to a workshop in preparation for undertaking the activities in the workshop.

Online facilitation

Student information

Online courses generally require students to independently read, view and/or work through all required materials, including pre-recorded presentations that have been produced and provided to facilitate this form of learning.

Independent online learning is supported by Online Facilitators who supplement online teaching resources by facilitating, monitoring and moderating online forums; answering student queries via virtual office hours or help desks, online dialogue and/or phone conversations, providing formative feedback on your work or explaining comments and marking of your prior work.

Students are expected to be familiar with all relevant course content, including materials provided and assessments, and engage appropriately with facilitators within the timeframes provided.

Course Teaching Staff

| | |
|----------------------|---|
| Primary Coordinator: | Mrs Katherine Guerrero |
| Location: | UniSA Allied Health & Human Performance BJ1-28 |
| Telephone: | +61 8 8302 2591 |
| Email: | Katherine.Guerrero@unisa.edu.au |
| Staff Home Page: | people.unisa.edu.au/Katherine.Guerrero |

* Please refer to your Course homepage for the most up to date list of course teaching staff.

Contact Details

UniSA Allied Health & Human Performance

Physical Address: Level 8, Centenary Building
UniSA City East Campus
Adelaide 5000

Website: <https://www.unisa.edu.au/about-unisa/academic-units/allied-health-and-human-performance/>

Additional Contact Details

CAMPUS CENTRAL

Email: campuscentral.cityeast@unisa.edu.au

Website: <http://w3.unisa.edu.au/campuscentral/default.aspx>

CLINICAL PLACEMENT UNIT

Mailing address

Clinical Placement Unit, University of South Australia
GPO Box 2471
Adelaide South Australia 5001
Australia
Email: CPUOffice@unisa.edu.au

SAMI CLINICAL PLACEMENT COORDINATOR

Emma Liu (RAH, FMC, QEH, LMH, WCH)

Email: Emma.Liu@sa.gov.au

Course Overview

Prerequisite(s)

Individual Compulsory Courses

RADY 4018 Nuclear Medicine Professional Practice 4

RADY 4040 Nuclear Medicine Clinical Practice 4

Prerequisite Comments

Students to choose from one of the above for their pre-requisite.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

Apply the knowledge and skills gained in the academic program to the Nuclear Medicine clinical environment at a near new graduate level.

Course Objectives

On completion of this course, students should be able to:

CO1. Demonstrate a proficient level knowledge of scope of clinical skills and practice underpinning nuclear medicine including principles, clinical application, procedures, participation with other health care members, information management, confidentiality, scope of practice and role within team.

CO2. Participate in the development and support of a beginning student, using reflection to assess their needs and build mentoring skills.

CO3. Apply problem solving skills in the clinical setting to maintain quality outcomes for the clinical site and the patient at a near new graduate level.

CO4. Act ethically, professionally and in a safe manner by adhering to relevant codes of conduct, radiation safety guidelines and legislation, University of South Australia's clinical policies and the National Safety and Quality Health Service (NSQHS) standards (where applicable to clinical practice).

CO5. Begin to operate effectively as proficient practitioner to demonstrate an in-depth knowledge of nuclear medicine practice incorporating; radiopharmacy, imaging, equipment and radiation safety for a broad range of examinations and perform examinations to a high level of difficulty.

CO6. Fulfil duty of care and communicate and act with respect to individuals, carers, and colleagues in clinical practice at a level expected of a near entry level professional. Demonstrate patient care appropriately tailored to considerations of patient's socio-cultural background.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

| | Graduate Qualities being assessed through the course | | | | | | |
|-----|--|-----|-----|-----|-----|-----|-----|
| | GQ1 | GQ2 | GQ3 | GQ4 | GQ5 | GQ6 | GQ7 |
| CO1 | • | • | • | • | | • | • |
| CO2 | • | | • | • | • | | |
| CO3 | • | | • | • | • | • | |
| CO4 | • | • | • | • | • | • | |
| CO5 | • | • | • | | • | | • |
| CO6 | • | • | • | • | • | • | |

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Clinical skills development at a proficient level, building on technical skills gained in previous clinical courses including patient care and communication, safety, professional behaviour, team working, self motivation, self directed learning and clinical reasoning, mentoring.

Teaching and Learning Arrangements

| | |
|----------|-----------|
| Workshop | 7.5 hours |
| Clinical | 225 hours |

Unit Value

9 units

Use of recorded material

This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Student recording of learning activities

Students must seek permission prior to recording any UniSA learning activity. See [A-56 Policy Student recording of learning activities](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf) (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf)

Breaches of this Policy contravene the principles of academic integrity, and attract the penalties provided in the [Academic Integrity Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/) (https://i.unisa.edu.au/policies-and-procedures/university-policies/).

Placement Information

1. CLINICAL ATTENDANCE

It is a compulsory component of this course that you attend the required number of clinical days as detailed in the assessment criteria according to the Clinical Placement Attendance policy (see further assessment information and for more details). Students are expected to be punctual at all times and are not to leave early unless directed to do so by the Clinical Supervisor (or delegated mentor). Quiet times without patients are an ideal time for students to familiarise themselves with, for example, protocols, equipment and image review as well as restock consumables, attend to scanning rooms, be involved in the disposal of radiation waste, practice image processing, observe image reporting, review journals and perform quality control on equipment. PERSONAL APPOINTMENTS ARE TO BE MADE OUTSIDE OF CLINICAL PLACEMENT HOURS.

2. CLINICAL PLACEMENT POLICIES AND PROCEDURES

It is the student's responsibility to be aware of, and adhere to all clinical policies. Refusal to do so may be considered a breach of professional behaviour and, hence, academic misconduct. The link for these policies can be accessed via: <https://study.unisa.edu.au/student-placements-and-internships/nursing-health-medical-sciences/cpu/#policies-forms>

3. CONDITIONAL EVIDENCE AND PASSPORT TO PLACEMENT

Conditional Evidence: All students are to complete the 'Student Checklist - Allied Health and Human Performance' and place original documents in their Passport to Placement (PTP) folder. Conditional evidence documents are required to be presented to venue staff on the first day of orientation and are required to be current for the full duration of clinical placement. Students can view submitted evidence in the my Current Studies/myPlacement section of their student portal.

A copy of the 'Student Checklist - UniSA Allied Health and Human Performance' is available through the Clinical Placement Unit (CPU) website:

https://study.unisa.edu.au/contentassets/4ef6f879478f44bda979816dc143e401/medical_radiation_science_unisa_passportplacement_checklist_april2022.pdf

4. CLINICAL PLACEMENT EXPERIENCE

As per the Medical Radiation Practice Accreditation Committee (MRPBAC) accreditation standard 3.12 (MRPAC, Accreditation Standards: Medical Radiation Practice 2019), *the quality, quantity, duration and diversity of student experience during work integrated learning in the program is sufficient to produce a graduate who has demonstrated the knowledge, skills and professional attributes to safely and competently practise across a broad range of medical radiation practice settings*. To ensure this standard is met, students will be required to undertake a range of clinical placements from the following categories: 1) public and private hospitals (metropolitan), 2) private practice not attached to a hospital, 3) regional/rural location (only available interstate). The allocated placement time within each category may vary and will depend on the required learning experience and placement availability. In cases where local/South Australian placement sites are exhausted, students will be allocated to an interstate clinical placement site from one of the above categories.

5. VARIATION TO CLINICAL PLACEMENT

Changes to the clinical roster will only be made for extenuating circumstances. A formal request must be submitted to the UniSA Clinical Placement Unit, prior to the commencement of the Clinical Course for consideration. The request for variation to clinical placement form can be found via: <https://study.unisa.edu.au/student-placements-and-internships/nursing-health-medical-sciences/cpu/#policies-forms>

6. PRE-CLINICAL INFORMATION

All important clinical information will be discussed during the pre-clinical workshop (where attendance and participation is mandatory). Attendance at all pre-clinical sessions is required to pass this course.

7. SAFE PRACTICE AND DUTY OF CARE AND PROFESSIONAL AND ETHICAL CONDUCT

'Safe Practice and Duty of Care' and 'Professional and Ethical Conduct' are essential components of clinical practice.

A satisfactory grade in both of the Summative components of 'Safe Practice and Duty of Care' and 'Professional and Ethical Conduct' is essential to pass this course.

Safe Practice and Duty of Care:

The student must demonstrate 'Safe Practice and Duty of Care' in the clinical setting.

'Safe Practice and Duty of Care' will be demonstrated by the student who:

- * demonstrates awareness of manual handling principles in patient and staff safety
- * demonstrates the safe application of all equipment
- * is responsible for patient and personal safety
- * does not put other persons in the workplace at any risk
- * demonstrates an awareness of infection control practices
- * demonstrates knowledge of the ALARA principle

Professional and Ethical Conduct:

The student must behave in a 'Professional and Ethical' manner, according to the Medical Radiation Practice Board of Australia (MRPBA) Code of Conduct as well as the University of South Australia Clinical Policies, throughout the clinical placement.

'Professional and Ethical Conduct' is demonstrated by the student who:

- * clearly wears the student identification badge at all times

- * wears a current Luxel at all times in accordance with the Bachelor of Medical Radiation Science 'Luxel' policy
- * is punctual at all times in accordance with the Bachelor of Medical Radiation Science 'Clinical Attendance' policy
- * maintains confidentiality of staff and patient information at all times
- * maintains personal hygiene and dress as stated in the Medical Radiation 'Uniform' policy
- * behaves in a professional manner to colleagues, supervisors, patients and their families at all times

If a student is deemed unsafe or unprofessional at any time during clinical practice, he/she may be removed from the clinical placement, subject to a review to assess their suitability to participate in the Clinical Practice course as per the 'Assessment Policies and Procedures Manual, 2023 (please refer to Section 4, 'Practice-based learning', found at <https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/manual/2022/appm-2022.pdf?1650587576672>

8. CLINICAL CONFIDENTIALITY

The student must hold in strictest confidence any information gained from any source concerning patients and/or staff members. The student must not identify a patient, peer, clinician/staff member, or clinical site in any way, in any teaching strategy i.e. oral presentation, assignment, case report, clinical record or online discussion. This includes, but is not limited to any social media forum, regardless of the privacy levels in place. All information taken from the placement must not have patient identification details present. It is unacceptable to cover the patient details with any kind of marker (i.e. tipex, texta, white out). Doctors' reports or request forms must not be reproduced, but in instances where this information is required for an assessment, this information may be summarised. At no time should a student refer to a particular clinical site where case material has been sourced or even the date an examination was performed. Take care when describing clinical protocols used, as even these can be site specific and thus traceable to a clinical placement location.

Instances where clinical confidentiality has not been observed will be penalised with a '0' mark for that assessment and may result in a fail grade for this course. Please refer to the learnonline page for further information regarding specific clinical confidentiality policies.

9. MEDICAL FITNESS FOR CLINICAL PLACEMENTS

The Course Coordinator may require a student to produce a medical certificate of fitness to practice in a clinical placement. Further information is available in the 'Assessment Policies and Procedures Manual, 2022' (please refer to Section 4, 'Practice-based learning').

10. MOBILE PHONE OR INTERNET ACCESS

The use of mobile phones is only permitted during scheduled breaks. Internet access in the clinical department is only with the clinical mentor's permission.

OHS&W

When an incident or accident occurs while a student is partaking in practical clinical experience (or travelling to or from), the FS24 form is to be completed for University records. The student should also inform their clinical supervisor and course coordinator if an incident occurs. The FS24 form is not an insurance policy claim form. The process to manage the incident forms is located on the website:

<https://study.unisa.edu.au/contentassets/bf331f8eacb94c06b567ebde03c067ba/fs24.pdf>

The completed FS24 form should be provided to the course coordinator as soon as possible after the event. Please contact your course coordinator if you need any assistance in completing the form.

Further Course Information

STUDENT PROGRESSION THROUGH THE PROGRAM

Students are to complete clinical courses in strict numerical order. Throughout the program, clinical courses are assessed on a graded basis.

Learning Resources

Textbook(s)

There are no textbooks listed for this course.

Reference(s)

Students will require continual access to the following texts in order to complete this course. The library has online copies of most of the books listed below, however hard copy books are limited and therefore it is recommended to schedule loans if needed. You do not need to buy the books.

O'Malley JP, & Ziessman HA 2021, Nuclear Medicine and molecular imaging: the requisites, 5th edn, Elsevier, Amsterdam.
Available online

Mettler, FA & Guiberteau, MJ 2019, Essentials of Nuclear Medicine Imaging, 7th edn, Saunders Elsevier, Philadelphia.
Available online

Saha G. B. 2010, Fundamentals of Nuclear Pharmacy, 6th edn, Springer Science+Business Media, LLC, New York.
Available online

Theobald T. (ed) 2011, Sampson's Textbook of Radiopharmacy, 4th edn, Pharmaceutical Press, London.
Available online

Please note: students will be required to access other suitable texts, journals, electronic catalogues, databases and materials as relevant in order to complete written assessments. Students are also expected to refer to a range of reference materials to consolidate their knowledge of specialised procedures.

learnonline course site

All course related materials are available on your learnonline course site which you will be able to access from the 'my Current Studies' section in myUniSA (<https://my.unisa.edu.au>).

Access to Previous Courses

You will have access to your previous course sites for a period of 4 years. After this time, the course sites will be archived and will be unavailable.

Note: Course readings provided via the University Library are only made available to current students and staff due to licensing and copyright restrictions. Students may download their course readings while they are enrolled in the course for their personal research purposes only.

Assessment

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its qualifications are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

It is an offence for any person or company to provide academic cheating services to students of Australian universities, irrespective of whether the service is provided by an Australian or overseas operator (see [Tertiary Education Quality and Standards Agency Amendment \(Prohibiting Academic Cheating Services\) Bill 2019](https://www.legislation.gov.au/Details/C2020A00078) - <https://www.legislation.gov.au/Details/C2020A00078>). "Academic cheating services" includes providing or undertaking work for students, where that work forms a substantial part of an assessment task.

More information about academic integrity and what constitutes academic misconduct can be found in the [Academic Integrity Policy and Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69) (<https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69>).

To learn more on academic integrity and how to avoid academic misconduct, please refer to the Academic Integrity Module: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Important information about all assessment

All students must adhere to the University of South Australia's [procedures about assessment](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within 15 working days of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (https://asklearnonline.unisa.edu.au/app/answers/detail/a_id/2222/kw/coversheet) and in myUniSA.

Assessment Descriptions

| Multiple | | 40% of Course Total | | | Objectives being assessed:CO2 | | | |
|--------------------------|------------|---------------------|----------|---------------|-------------------------------|-------------|---------------|------------|
| Title | Group work | Length | Duration | Sub-weighting | Due date (Adelaide Time) | Submit via | Re-Submission | Re-Marking |
| Mentoring Presentation | Yes | - | 60 mins | 40% | 23 Aug 2023, 11:55 PM | learnonline | No | No |
| Mentoring Written Report | Yes | 1500 words | - | 60% | 4 Sep 2023, 11:55 PM | learnonline | Yes | Yes |

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Mentoring Assignment - Professional Entry Practice 1

Rationale:

One of the expectations of a graduate is that they will assist with the development and education of students within the workplace. This is reflected in the MRPBA Professional Capabilities (p.18) which states that practitioners should “seek opportunities to progress the profession by participating in peer assessment, standard setting, mentorship and providing developmental support to other medical radiation practitioners and members of the healthcare team.”

This assignment provides you with the opportunity to demonstrate all the skills identified above. In this assignment you will be working with a group of first year Medical Radiation students. You will be mentoring these students via zoom to orientate and prepare them for future clinical placement.

You will be submitting two tasks for this assessment: 1) a recorded video (and PowerPoint document); and 2) a detailed written reflection about the experience.

Introduction:

The assignment task is to develop an ‘orientation/preparation for future placement’ program via PowerPoint that can be conducted via zoom. The program should assist first-year students as they progress with their studies and prepare for their first clinical experience. For more details look at the 'How to complete the assessment' section below.

Remember at this stage the first-year students will not have had any formal input relating to their specialization. Please do not make any assumptions about the amount of information that the student may have regarding their specialization or the clinical environment.

The group of fourth year students as well as the group of first-year students will be randomly allocated.

How to complete the Assessment

It is important to read the following instructions prior to commencing the assessment.

1. MEETING IN PRE-CLINICAL WEEK

In the pre-clinical week, there will be an opportunity for each group of fourth year students to meet, discuss and plan the assessment. The planning will involve delegating roles and responsibilities regarding the development of a learning package using Microsoft PowerPoint, that is to address key components of the medical radiation student’s university experience and career after graduation.

It is important that each group member is allocated an equal amount of work.

2. PREPARATION OF LEARNING MATERIAL

Once the roles are allocated, collaborate to prepare the PowerPoint Presentation. Components you may wish to present include, but are not limited to:

Placement. What should the mentee expect? What will they see/do? What are some strategies/tips to be successful?

Rural Placement. What can the mentee expect? What are the benefits for rural placements?

Introduction to fundamental MI/NM/RT and healthcare-related concepts. These may include, but are not limited to: Radiation Safety, Infection Control, the X-Ray (MI), Gamma Camera (NM) or Linac (RT) Room etc.

Introduction to regulatory bodies and professional associations i.e. ANZSNM, ASMIRT & MRPBA

An opportunity for Q&A.

Any other tips you found useful throughout your time in the program. (What do you wish you had known in the first year?)

This list is not exhaustive, and it is expected that through brainstorming, a wider range of topics related to the life and studies of a medical radiation science student will be identified. It is also expected that the included content is reinforced with supporting literature. The group PowerPoint should have approximately 20 slides. A maximum of one hour will be provided for the zoom meeting inclusive of Q&A time (the full extent of this hour may not be required). In the ‘Notes’ section of each slide, the name of the group member responsible needs to be identified.

3. DELIVERY OF LEARNING MATERIAL

The material is then delivered to your allocated first-year group via a zoom session. A time has been allocated for groups to perform this part of the assessment: **Monday 21st August @ 4pm**. The zoom session will need to be recorded and uploaded as evidence.

The contents of the PowerPoint and delivery of the zoom session is a group submission and will constitute 40% of the Mentoring assignment. Your group will need to submit the recording and PowerPoint file via LearnOnline by **Wednesday 23rd August @ 11:55pm.**

4. FEEDBACK FROM MENTEES

Directly after the delivery of the group PowerPoint via zoom, seek a method to obtain feedback from your mentees. Use a QR Code at the end of your presentation that links to a feedback pathway. Consider the type of information you would need to receive to make your mentorship better in the future. You may wish to obtain both quantitative (i.e. numerical) and/or qualitative (i.e. descriptive) feedback from your mentee. Use the literature to explore how mentees gain feedback from their mentees.

5. WRITTEN REPORT

The second part of the assignment is a written 1500-word report detailing the aspects of the mentoring process undertaken. The written report is an individual submission and will constitute 60% of the Mentoring assignment. This is a scholarly piece of work and thus should be cited when external sources are referred to. The report should include the following elements. Refer to the feedback rubric online for marking details.

Introduction – ‘Set the scene’ for the reader. What was the aim of this mentoring process?

Main Body

Mentoring – Discuss mentoring in the context of a medical radiation professional. What does it look like and why is it important?

Implementation – Briefly describe your learning package. Provide justification for the elements displayed in your package (i.e. why did you include what you included).

Feedback – How did you obtain feedback from your mentees? Was this based on an approach used in literature? What did you do well? What could be improved?

Clinical Practice – What have you learnt from this activity? What skills have you obtained? How will you implement this when mentoring students in the future?

Conclusion – Summarise the process and the learning gained. Was the aim achieved?

References

The written report will be due on Monday 4th September @ 11:55pm.

TIMELINE

Pre-Clinical Workshop (week ending Friday 21st July)

Information regarding this assessment will be addressed within the pre-clinical workshop.

A time will be made available to meet with fourth-year groups to discuss roles and responsibilities and plan the PowerPoint/Zoom session.

¿ Assign one group member to contact the allocated mentee group of first-year students. The names of these students will be provided to you.

¿ Introduce each fourth-year member via email (cc all fourth-year members) and inform the first-year students of the assessment. Ask first-year group members to reply to your email to acknowledge they have received it

¿ Advise first-year students of the zoom session date (Monday 21st August @ 4pm).

Week 1

¿ Begin working on the presentation

Week 2

¿ Continue working on the presentation

¿ Compile the feedback survey and QR code link

Week 3

¿ Ensure one student has replied to the email (In the unlikely case that there are no responses, please contact your course coordinator)

¿ Continue working on the presentation

Week 4

¿ Complete presentation and deliver zoom meeting: Monday 21st August @ 4pm

¿ Submit recording and PowerPoint to LearnOnline by Wednesday 23rd August @ 11:55pm

¿ Collect feedback and distribute it to the fourth-year group

¿ Begin writing 1500-word Report

Week 5

¿ Continue writing 1500-word Report

Week 6

¿ Complete writing 1500-word report

¿ Submit Written Report by Monday 4th September @ 11:55pm.

| Multiple | | 60% of Course Total | | | Objectives being assessed:CO1, CO3, CO4, CO5, CO6 | | | |
|------------------------|------------|---------------------|----------|---------------|---|------------|---------------|------------|
| Title | Group work | Length | Duration | Sub-weighting | Due date (Adelaide Time) | Submit via | Re-Submission | Re-Marking |
| Clinical Report | No | - | - | 80% | 6 Sep 2023, 3:00 PM | In person | No | No |
| Clinical Competency | No | - | - | 10% | 6 Sep 2023, 3:00 PM | In person | No | No |
| Clinical Documentation | No | - | - | 10% | 6 Sep 2023, 3:00 PM | In person | No | No |

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

PART 1

CLINICAL REPORT

The Clinical Report comprises both a Formative and Summative component:

Formative Clinical Report

The Formative Clinical Report will be completed by the Clinical Supervisor (in collaboration with other mentors involved with that student during the placement) mid-way through each placement as an indicator of progress highlighting strengths and areas for improvement. This does not contribute to the final grade. The contents of this Clinical Report should be discussed with the student. The student is encouraged to comment in the space provided. The Clinical Report is to be signed by the Clinical Supervisor and by the student. The student (or Clinical Supervisor) may also request a formative report at any stage during the clinical placement as a way of obtaining (or providing) feedback about their progress during their clinical placement.

Summative Clinical Report

The Summative Clinical Report is completed by the Clinical Supervisor (in collaboration with other mentors involved with that student during the placement) at the end of the placement. If the student is rostered for two separate clinical placements, a separate Summative Clinical Report for each placement must be submitted by the due date. The results of each will be averaged to achieve a final mark. The contents of this Clinical Report should be discussed with the student. The Clinical Report is to be signed by the supervisor and by the student.

Students must achieve a pass mark of 50% or greater in the Summative Clinical Report to pass this course.

Be sure to hand the report forms to your Clinical Supervisor early in the placement so they have sufficient time to complete them.

A satisfactory grade in the Summative section of 'Safe Practice and Duty of Care' and 'Professional and Ethical Conduct' is required to pass Professional Entry Practice 1. Please ensure that this section has been completed by your Clinical Supervisor.

The UniSA Allied Health and Human Performance late assessment policy (described in this course outline) will be applied to any assessment submitted after the due date/time where a pre-approved extension was not granted.

PART 2

CLINICAL COMPETENCY ASSESSMENT

These assessments are a series of short practical examinations on specific Nuclear Medicine procedures. The recommended minimum number of Clinical Competencies which are to be successfully completed whilst in the clinical setting for Nuclear Medicine Professional Entry Practice 1 is two (2). By the completion of Nuclear Medicine Professional Entry Practice 1, the student must have completed a minimum of nine (9) competencies in total (this includes competencies successfully achieved in previous clinical courses).

The student is to be supervised and assessed by the Clinical Supervisor or a delegated technologist (ideally someone with more than 12 months Nuclear Medicine experience).

The student must reach the level of competency in this assessment for the chosen examination.

If you are deemed NOT COMPETENT in any aspect of the examination please do not use this examination as the assessment. This competency can be attempted later when you feel more confident.

The student must be deemed competent in all aspects of the competency to achieve a pass for this assessment. The examination components for each competency vary slightly. Please refer to each competency for the examination criteria.

It is the student's responsibility to supply the Clinical Supervisor or delegated technologist with the relevant Clinical Competency at the time of assessment and to ensure that the completed Clinical Competency Assessment and the Clinical Portfolio reach the Course Coordinator by the due date specified in this booklet.

The Clinical Competency Assessments and further information are provided in the Clinical Portfolio.

The UniSA Allied Health and Human Performance late assessment policy (described in this course outline) will be applied to any assessment submitted after the due date/time where a pre-approved extension was not granted.

PART 3

CLINICAL DOCUMENTATION

It is a course requirement to ensure adherence to documentation and UniSA Policies related to clinical placement. Expectations of this aspect of the "Placement" component of your grade can be found in the relevant assessment rubric. The "Clinical Documentation" comprises 10% of the "Placement" component of your grade.

Feedback proformas

The feedback proforma is available on your course site.

Further Assessment Information

GenAI statement:

The assessment tasks for this course require you to demonstrate your learning.

It is important to understand that information generated by GenAI tools, such as ChatGPT, Copilot, and DALL-E, may be unreliable, inaccurate, and incorrect. It is your responsibility to comply with the conditions for each assessment task summarised in the assessment description and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.

Use of GenAI tools that extends beyond the stated assessment conditions will be considered a breach of academic conduct, as per the Academic Integrity Policy (AB-69).

SAFE PRACTICE AND DUTY OF CARE AND PROFESSIONAL AND ETHICAL CONDUCT

'Safe Practice and Duty of Care' and 'Professional and Ethical Conduct' are essential components of clinical practice. A satisfactory grade in both of the Summative components of 'Safe Practice and Duty of Care' and 'Professional and Ethical Conduct' is essential to pass this course.

Safe Practice and Duty of Care: The student must demonstrate 'Safe Practice and Duty of Care' in the clinical setting. 'Safe Practice and Duty of Care' will be demonstrated by the student who:

- Demonstrates awareness of manual handling principles in patient and staff safety
- Demonstrates the safe application of all equipment
- Is responsible for patient and personal safety
- Does not put other persons in the workplace at any risk
- Demonstrates an awareness of infection control practices
- Demonstrates knowledge of the ALARA principle

Professional and Ethical Conduct: The student must behave in a 'Professional and Ethical' manner throughout the clinical placement, according to the Medical Radiation Practice Board of Australia (MRPBA) Code of Conduct as well as the University of South Australia Clinical Policies. 'Professional and Ethical Conduct' is demonstrated by the student who:

- Clearly wears the student identification badge at all times
- Wears a current Luxel at all times in accordance with the Bachelor of Medical Radiation Science 'Luxel policy'
- Is punctual at all times in accordance with the Bachelor of Medical Radiation Science 'Clinical Attendance policy'
- Maintains confidentiality of staff and patient information at all times
- Maintains personal hygiene and dress as stated in the Medical Radiation 'Uniform policy'
- Behaves in a professional manner to colleagues, supervisors, patients and their families at all times

If a student is deemed unsafe or unprofessional at any time during clinical practice, he/she may be removed from the clinical placement, subject to a review to assess their suitability to participate in the Clinical Practice course as per the 'Assessment Policies and Procedures Manual 2023'. Please refer to Section 4 of 'Practice based learning' found at <https://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

ASSIGNMENT LAYOUT

All written assignments for this course are to use the following layout: 1.5 line spacing, 12 size Arial font, 2.5cm margins all around. Please submit as a word document to Gradebook.

WORD COUNT

If a word limit is identified the word count will include all in-text referencing and tables, but not the reference list. There is no 10% rule. If students exceed the word count, staff will not mark the additional words.

REFERENCING STYLE

The School of Health Sciences uses the Harvard Author Date for all referencing by staff and students. Further resources on referencing and the Harvard reference guide can found here: <https://lo.unisa.edu.au/course/view.php?id=3839>

Failure to reference or acknowledge another person's ideas or work, including previously published material and figures, is considered plagiarism. Plagiarism is a form of academic misconduct and if the actions of a student are indicative of plagiarism, the student will be referred to the School of Health Sciences' academic integrity officer for further investigation.

Additional assessment requirements

Students must attend all scheduled clinical days (subject to the clinical attendance policy of this program), meet all requirements of the Placement, participate in all pre-clinical workshops, and pass the placement to pass this course

Penalties for late submission

Late submission of assessment tasks policy

Late submission of assessment tasks in this course will result in a penalty unless an extension has been granted or the student can provide evidence of unexpected or exceptional circumstances as defined by Section 7.8 in the Assessment Policies and Procedures Manual.

The penalty for late submissions will be:

1. a deduction of 10% of the available marks, for each day (or part thereof) that the assignment is late up to a maximum of 5 days.

Thus, for an assessment item that is one day late the maximum mark available will be 90%, and for two days late 80% etc. By way of example, if a student achieved a mark of 65% for an assignment that was submitted one day late, their adjusted mark would be 65% of a total available mark of 90%, so the mark would be adjusted to 58.5%.

2. assignments which are more than 5 days late may not be assessed and will be assigned a zero grade inclusive of non-graded pass work. Whether or not an assignment that is more than 5 days late will be assessed will be at the discretion of the Course Coordinator.

Rationale for Late submission of assessment tasks policy

If unexpected or exceptional circumstances (as defined by Section 7.8 in the Assessment Policies and Procedures Manual) occur that result in late submission, or if an extension has been granted for an assessment

item, there will be no penalty.

However, where no extension has been granted, and there were no unexpected or exceptional circumstances that resulted in late submission a penalty will be applied. This is to prevent students from seeking to obtain an unfair advantage, compared with their peers, by having more time to complete an assessment item.

It was considered that if a student were to work on an assessment item for one day they might be able to improve their mark by 10%, so a 10% penalty has been applied to offset any such advantage that might be gained.

The 10% deduction will be from the available mark rather than the achieved mark to ensure equity between students. By way of example:

1) If a student achieved a mark of 77 (Distinction), but the assessment item was submitted two days late, their grade becomes 77% of 80 = 61.6 which is a true 20% reduction.

If the 20% deduction were applied to the achieved mark this would be $77\% - 20\% = 57\%$, which would actually represent a 26% reduction of their achieved grade.

2) If a student achieves a mark of 54 (P2) and is 2 days late in submitting the assessment item, their grade becomes 54% of 80 = 43.2 which is a true 20% reduction. If the 20% deduction were applied to the achieved mark this would be $54\% - 20\% = 34\%$ which represents an actual 37% reduction of their achieved grade.

Thus, if the deduction were applied to the achieved mark both students would experience a different real deduction depending on the actual mark they achieved. Thus, in the interest of student equity the deduction will be taken from the available mark.

Exam Arrangements

This course does not have an exam.

Deferred Assessment or Examination

Deferred assessment or examination is not available for this course. APPM 7.5

Supplementary Assessment

Supplementary assessment or examination has not been approved for this course.

Special Consideration

Special consideration is not available for this course. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/).

Variations to assessment tasks

Details for which variation may be considered are discussed in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

More information about variation to assessment is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/> and Policy C7 [Students with Disability](https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/) at: <https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Students who require variations or modifications to standard assessment arrangements must first register for an Access Plan with the UniSA Access & Inclusion Service. It is important to contact the Access & Inclusion service early to ensure that appropriate support can be implemented or arranged in a timely manner.

Students who wish to apply for an Access Plan must book an appointment with a UniSA Access & Inclusion Advisor by contacting Campus Central or via the Online Booking System in the Student Portal. For more information about Access Plans please visit: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Once an Access Plan has been approved, students must advise their Course Coordinator as early as possible to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students are advised there are also strict deadlines to finalise Access Plan arrangements prior to examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Action from previous evaluations

All students are invited to provide feedback on this course. Written feedback will be requested online using myCourseExperience at the end of the course. Additionally, students are encouraged to provide ongoing feedback directly to the course coordinator by email.

In 2023, written assessment within this course has been reduced in response to student feedback.

Unplanned learnonline outages

The information below shows considerations for assessment extension dependent on the duration of the unplanned outage-

Less than 1 hour- No impact on assessment due date/time

1 to 4 hours- Assessment extension considered if outage on assessment due date

4 to 24 hours- Assessment extension 4-24 hours considered if outage on assessment due date

Over 24 hours- Assessment extension 24 hours if outage on assessment due date

Course Calendar

Study Period 5 - 2023

| Weeks | Topic | Assessment Details (Adelaide Time) | Public Holidays |
|---------------------------|--|---|-----------------|
| 17 - 23 July | Pre-teaching | | |
| 1 24 - 30 July | | | |
| 2 31 July - 6 August | | | |
| 3 07 - 13 August | | | |
| 4 14 - 20 August | | | |
| 5 21 - 27 August | Mentoring presentation Monday 21st August 4:00pm | Mentoring Presentation due 23 Aug 2023, 11:55 PM | |
| 6 28 August - 3 September | Mid-break | Mentoring Written Report due 04 Sep 2023, 11:55 PM Clinical Competency due 06 Sep 2023, 3:00 PM Clinical Report due 06 Sep 2023, 3:00 PM Clinical Documentation due 06 Sep 2023, 3:00 PM | |