

## Statement of Inherent Requirements

<b>Faculty</b>	Health
<b>Disciplines</b>	Health Science Midwifery Nursing Nutrition and Dietetics Sport and Exercise Science
<b>Courses</b>	<b>Undergraduate Courses</b> Bachelor of Health Sciences (Honours) [HLH201]

<b>Ethical Behaviour</b>
<p><b>Inherent requirement</b></p> <ul style="list-style-type: none"> <li>Behave ethically and professionally in academic and professional environments, complying with relevant professional standards and codes of ethics.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>Compliance with relevant professional standards and codes of conduct facilitates safe, competent interactions, and relationships for students and the people they engage, with in all contexts. This supports the physical, psychological, emotional, and social well-being of all.</li> <li>Students should be aware for codes of ethical research conduct applicable to all settings including: <ul style="list-style-type: none"> <li><a href="#">Australian Code for the Responsible Conduct of Research</a></li> <li><a href="#">Privacy Act 1988 (Commonwealth) Section 14, Schedule 1 - Australian Privacy Principles</a></li> <li><a href="#">Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders</a></li> <li><a href="#">AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research (the AIATSIS Code)</a></li> <li><a href="#">Australian code for the care and use of animals for scientific purposes</a></li> <li><a href="#">Therapeutic Goods Act 1989</a></li> </ul> </li> <li>Health students may work across multiple disciplines and should be aware of the codes of conduct relevant to all disciplines in which they work which may include: <ul style="list-style-type: none"> <li><a href="#">Nursing and Midwifery Board of Australia</a> - Code of Professional Conduct for Midwives in Australia, Code of Ethics for Midwives, Professional Boundaries for Midwives and Midwifery Competency Standards</li> <li><a href="#">Exercise and Sport Science Australia</a> - Code of Professional Conduct and Ethical Practice, Professional Standards, Scopes of Practice</li> <li><a href="#">Dietitians Association of Australia</a> - Code of Professional Conduct, Statement of Ethical Practice</li> </ul> </li> </ul>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Apply ethical behaviour in the management of confidential and sensitive personal information.</li> <li>Reflect on ethical dilemmas and issues, and take responsibility for ensuring awareness of ethical behaviour.</li> <li>Collects, manages and analyses data in an ethical and appropriate manner.</li> </ul>

- Operate within own role, responsibility and scope of practice in research settings

## Legal Compliance

### Inherent requirement

- Comply with Australian Law, professional regulations, and scope of practice relevant to the profession.

### Rationale

- Knowledge, understanding and compliance with Australian Law and professional regulations, facilitates effective, professional, responsible and accountable graduates and is necessary to work effectively and meet professional registration requirements.
- Compliance with professional regulations and the Australian Law ensures that students are both responsible and accountable for their practice
- Related legislation and professional regulations may include:
  - [Health Practitioner Regulation National Law \(ACT\)](#)
  - [Australian Health Practitioner Regulation Agency \(AHPRA\)](#)

### Examples

- Prepare and provide documentation according to national and state/territory legal requirements and accepted procedures and standards.
- Complying with relevant child/vulnerable persons protection and safety legislation.
- Compliance with the University of Canberra Privacy Policy
- Practicing within discipline relevant scope of practice under the supervision of an appropriately qualified and accredited/certified professional
- Obtaining informed consent before conducting any activities related to human research
- Comply with the requirements for and policies of clinical facilities (e.g. Work Health and Safety Act and uniform requirements).

## Communication Skills

### 1. Expressive Communication Skills

#### Inherent requirement

- Ability to communicate effectively, to a standard that uses clear, scholarly, and professional written and verbal English language use, in a style which is appropriate to the target audience.

#### Rationale

- Communication skills are an essential for developing and maintaining trusting relationships and to perform effectively in academic and complex professional environments, as well as for problem solving and effective communication of knowledge.

#### Examples

- Professional written work which is coherently structured, succinctly expressed, and uses correct English spelling and grammar.
- Professional interpersonal communication skills that create positive interaction and mutual problem-solving.

### 2. Receptive Language Skills

#### **Inherent requirement**

- Internally formulate and assess conceptual meaning from verbal language and written messages and/or text, in English, using knowledge of language, background knowledge, critical thinking skills, self-reflection and other emotional intelligence markers.

#### **Rationale**

- Communication skills are an essential for developing and maintaining trusting relationships and to perform effectively in academic and complex professional environments, as well as for problem solving and effective communication of knowledge.

#### **Examples**

- Read and comprehend information presented in a variety of formats, including formal written documentation, statistical charts and tables, and electronic multimedia and social media.
- Participate in tutorials and professional simulation exercises, with reflection about one's strengths and areas for improvement.
- Listening to participants in human research projects and synthesising what is actually being conveyed, communicating the persons needs, requirements and/or feedback.

### **3. Interpersonal Communication Skills**

#### **Inherent requirement**

- Respectful communication with others, including the ability to understand and display empathy, build rapport, and gain trust to ensure meaningful and effective interactions with other people.

#### **Rationale**

- Effective interpersonal communication requires the ability to develop and maintain trusting relationships and to work productively with people from a wide range of backgrounds in different professional contexts.

#### **Examples**

- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Create and develop rapport with peers and academic, and professional staff in a manner conducive to effecting working relationships and collaborative decision-making.
- Exhibit cultural competence, sensitivity and willingness to work with others in complex and diverse Australian educational settings.
- Perceive non-verbal communication and respond appropriately (in context).

### **Behavioural Stability**

#### **Inherent requirement**

- Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional relationships to acceptable community standards.

#### **Rationale**

- Behavioural stability requires management of personal emotional responses and mature behaviour in academic and complex professional environments, including in potentially stressful situations.

- Behavioural stability is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines, and ambiguously defined problems.

#### Examples

- Managing own work behaviour to maximise safety, efficiency and effectiveness.
- Undertake reflective practice, and seek personal and professional support and/or assistance when needed.
- Coping with own emotions and behaviour effectively when dealing with individuals in the community and clinical setting (e.g. maintaining professional empathy and objectivity in the context of a dying patient).
- Being receptive and responding appropriately to constructive feedback.

### Motor Skills

#### Inherent requirement

- Sufficient tactile function, strength and mobility to function within relevant scope of practice and/or to conduct research activities in a manner that minimises risk to self and others.

#### Rationale

- Many activities undertaken during human research data collection require gross and fine motor function to be conducted in a consistently safe and effective manner that minimises the risk of harm to self and others
- Note that research roles in the disciplines covered by HLH201 are diverse and physical disability does not present an inherent barrier.

#### Examples

- Conducting physical assessment or clinical evaluation of participants in research projects
- Undertake fine motor tasks relevant to the research environment/activity e.g. taking blood, inserting cannulae and catheters, giving intravenous medications.
- Undertaking cleaning and disinfection practices appropriate to the research environment

### Sensory Skills

#### Inherent requirement

- Sufficient sensorimotor skills, including visual, auditory and tactile acuity to function within the scope of practice.

#### Rationale

- Disciplines covered by HLH 201 require visual, auditory and tactile acuity in order to consistently provide safe and effective practice that minimise the risk of harm to self and others.
- Note that research roles in the disciplines covered by HLH201 are diverse and physical disability does not present an inherent barrier.

#### Examples

### Cognitive Skills

#### Inherent requirement

- Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive, numeracy and literacy skills including focus, memory and attention to detail.
- Develop and apply advanced knowledge about conducting scientific research on novel problems.

#### Rationale

- Cognitive and scientific research skills are essential in acquisition and application of knowledge in both the academic and professional environment.

#### Examples

- Demonstrate understanding of the major concepts, theoretical perspectives, research methods, empirical findings and historical trends in the relevant discipline.
- Conduct independent, peer-reviewed scientific research investigation about an original research question.
- Ability to conceptualise and use appropriate knowledge in response to academic assessment items.
- Apply critical thinking and scientific knowledge about the relevant discipline to research design and practical health science problems.

### ICT Capacity

#### Inherent requirement

- Acquire and employ a range of information and communications technology (ICT) skills in an appropriate and effective manner in academic and professional settings.

#### Rationale

- Competent ICT skills are essential to successfully access, analyse, and communicate information.

#### Examples

- Access electronic academic knowledge about discipline relevant topics.
- Creating tools for data collection.
- The use of statistical software.
- Preparation and submission of electronic assignments.
- Online discussion and dissemination of ideas and evidence relevant to the professional.

### Sustainable Performance

#### Inherent requirement

- Consistently completes tasks in a timely manner and within designated periods, while maintaining consistency and quality of performance.

#### Rationale

- Planning and time management is needed to complete tasks and achieve goals within academic and professionally defined timeframes.

#### Examples

- Prioritisation and management of multiple academic tasks to completion at satisfactory standard.
- Long-term goal-setting and complex task management for completion of an original review of literature and a publishable research study in the relevant discipline.
- On time completion of projects and placement within industry.
- Participating in the academic environment.
- Develop interest and capacity for life-long professional learning.