

FACULTY OF SCIENCE
School of Community Health



BACHELOR OF PODIATRIC MEDICINE

1ST YEAR HANDBOOK
2016



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About the Bachelor of Podiatric Medicine

Welcome

The Bachelor of Podiatric Medicine was founded at Charles Sturt University (CSU), Albury-Wodonga in 2000 with the first year of graduates finishing their studies in 2004. When introduced, the course was the first degree in podiatry available in regional Australia. The course has an emphasis on rural health and community development that is incorporated into both the curricula and the Workplace Learning (WPL) program.

Podiatry has a huge part to play in the health of Australia. Through screening of the feet of people with diabetes to risk prevention and providing foot care in a number of populations, podiatrists can delay and prevent hospitalisation for many patients. Podiatrists play an important role in the maintenance of mobility and general health and independence of many members of the community.

The podiatry program is a discipline within the School of Community Health. The School offers programs in physiotherapy, occupational therapy, speech pathology and health and rehabilitation science and has an annual intake of approximately 40 students.

Graduate Attributes

A graduate of the program should:

- Be a competent practitioner.
- Be able to work in multidisciplinary and teamwork care models.
- Use effective means of communication.
- Exercise reflective and critical judgement.
- Use appropriate information and communication technologies.
- Be able to work in national and international settings and have specific skills in rural practice.
- Be an agent of change.
- Practice in a professional manner.
- Be a practitioner that works in a patient centred care model.
- Have a capacity for, and commitment to, continuing personal and professional development.
- Have an appreciation of the need to balance economic development and environmental sustainability.

What will I Learn?

The Bachelor of Podiatric Medicine Course has a strong emphasis on the clinical practices associated with podiatry and this is complemented with studies in anatomy, physiology, biomechanics, diagnostic imaging, health promotion and the social sciences. Please note that this course involves the use of human cadaveric material.

How to Contact Workplace Learning Staff

Name	Position	Phone / Email
Kristy Robson	Academic Workplace Learning Coordinator	Phone: (02) 6051 9243 Email: krobson@csu.edu.au Fax: (02) 6051 9243
Betty Vickers	Workplace Learning Officer	Email: podprac@csu.edu.au
Paul Tinley	Program Leader - Podiatry	Phone: (02) 6051 9248 Email: ptinley@csu.edu.au Fax: (02) 6051 9248
Luke Donnan	1st Year Coordinator	Phone: (02) 6051 9258 Email: ldonnan@csu.edu.au Fax: (02) 6501 9258
Brent Smith	Manager, Community Education & Wellness Centre (CEW)	Phone: (02) 6051 9216 Email: brensmith@csu.edu.au Fax: (02) 6051 9216
After Hours Emergency	CSU Security Albury Ask to be put in contact with the Head of the School of Community Health	Phone: 02 6051 9888

Mailing Address: School of Community Health
Charles Sturt University
PO Box 789
ALBURY NSW 2640

Other Communication Methods

- Workplace Learning Interact 2 Site
- Podiatry Placements Interact 2 Site

Both of the above sites can be accessed via the CSU student portal – <http://student.csu.edu.au/home> using your CSU student username and password to log in.

- CSU 2016 Orientation Handbook
https://www.csu.edu.au/_data/assets/pdf_file/0003/1805304/SCH-Orientation-Handbook-2016.pdf
- Students are required to establish and maintain email and phone communication during sessions and in session breaks. It is the student's responsibility to regularly check emails and phone messages.

If there are changes to your contact details, eg, address, phone, email, you are required to contact student central - <http://student.csu.edu.au/services-support/student-central>

Workplace Learning

The course includes practical experience through Workplace Learning (WPL).

Students will be required to complete over 1000 hours of clinical experience during the course. This will be undertaken in conjunction with a number of subjects beginning in the first year and continuing throughout all four years of the degree.



Students will be required to undertake workplace learning during semester time and also during holiday periods.

WPL experiences (clinical education, fieldwork, placement and/or practicum) underpin development of students' professional practice capabilities and readiness to engage with contemporary healthcare environments on graduation. Contemporary healthcare environments are dynamic and rapidly changing.

The School of Community Health works collaboratively with allied health professionals to develop flexible and innovative workplace learning experiences for our allied health students. In this way students are equipped to work in these dynamic, rapidly changing and evolving healthcare environments.

Students are offered a broad range of WPL experiences in metropolitan, regional, rural, remote and international contexts enabling them to develop professional skills and capabilities in a diversity of settings. Through community engagement students develop their understanding of communities' health needs and WPL projects are built around addressing these needs.

CSU Allied Health graduates are able to competently work in a variety of settings as they are equipped for the demands of regional, rural and remote employment, as well as working in metropolitan and international settings.

The Importance of Clinical Education

The School of Community Health aspires to assist you to become an excellent practitioner in your chosen field of work. We value high quality, evidence-based and reflective practice.

The Bachelor of Podiatric Medicine program is structured to ensure that your theoretical classes are integrated with your clinical education to enable you to apply the knowledge you have gained straight away in a practical clinical setting. This will enable you to develop your practical skills and knowledge at the same time.

Different Types of Workplace Learning

WPL will be undertaken as an assessment item throughout the four years of the course.

You will be participating in WPL within the CSU Community Engagement and Wellness Centre (CEW) - Internal Clinic - and through external placement in hospitals, health centres, and private practice in all regions of Australia. There are also opportunities for students to participate in overseas placement programs.

Structure

First Year – POD203

COMPULSORY INTERNAL WPL		
Type of Placement	Aim of Placement	Timing of Placement
<p>During the first session of POD203 (201660), students will undertake two types of placement. The first will consist of a rotation through the 4th Year clinical sessions.</p> <p>A roster of this rotation will be provided prior at the beginning of the session. The placement will be observational only, but will offer the student the opportunity to become familiar with the clinical facility, and the standard protocols and procedures adhered to by the senior students.</p> <p>The second placement will be one full week of clinical placement peer mentored by the 3rd Year Students.</p>	<p>For the first placement, each student will be entering the Community Engagement & Wellness Centre in an observational capacity.</p> <p>The students will be observing current 4th Year students, who will be managing the consultation, and performing the treatment. Initially the involvement of the junior students will be purely observation.</p> <p>As the junior student progresses through the POD203 curriculum and starts to develop new skills, increased involvement in patient assessment and management will be encouraged.</p> <p>The aims of the second placement will be to further develop assessment skills learnt.</p> <p>This placement will be partly observational. However, students will be expected to undertake assessments on patients and may have the opportunity to treat low risk clients.</p>	<p>The first placement will occur during the last six weeks of Semester 2.</p> <p>A roster will be provided at the beginning of Semester 2 outlining the times and dates each student will be required in clinic.</p> <p>The second placement will occur during November and December where students will be rostered for one full week over a six week period.</p> <p>Students will be advised of their roster at the beginning of Semester 2.</p>
<p>During the second session of POD203 (201630), students will undertake 12 x 5 hour sessions of clinical placement. The placement involves attendance at the on-campus clinic. The placement in this subject occurs for the duration of the Session 1 teaching period. In addition to attendance at the placement students can expect to undertake 1-2 hours of additional study and preparation for their clinical placement of an evening.</p>	<p>The aim of this placement is to:</p> <ul style="list-style-type: none"> • Enable students to commence the development of skills in working with people who have health problems. • Enable students to begin developing personal interaction skills appropriate for an allied health professional. • Enable students to develop assessment skills in a real world setting. <p>Placement will also consist of a mixture of assessment and treatment activities involving clients. You will also be required to complete clinical activities not involving clients.</p>	<p>Internal Clinical placement will be held on Tuesdays and Fridays from 12.40pm to 5.30pm. The start time of 12.40pm allows students 20 minutes to prepare, so clients can be seen at 1pm.</p>

Second Year – POD213

COMPULSORY INTERNAL WPL		
Type of Placement	Aim of Placement	Timing of Placement
<p>For this task you will participate in 12 x 5 hour clinical sessions at the Internal Clinic (CEW).</p>	<p>The aim of this placement is to demonstrate independence in the assessment and management of commonly encountered cutaneous pathology taking into account systemic and local factors.</p> <p>Placement will consist of a mixture of, assessment and treatment activities involving clients. You will also be required to complete clinical activities not involving clients.</p>	<p>Clinical placement will be held on Tuesdays and Fridays from 12.40pm to 5.30pm. The start time of 12.40pm allows students 20 minutes to prepare, so clients can be seen at 1pm.</p>
COMPULSORY EXTERNAL WPL		
Type of Placement	Aim of Placement	Timing of Placement
<p>1 x week – total of 35 hours in a private setting.</p> <p>The placement will be allocated through negotiation with the Podiatry Placement Coordinator.</p> <p>Students will undertake tasks which are outlined in the clinical placement manual.</p> <p>The clinical placement handbook can be accessed at the Pod Placement Interact 2 site. Students may also undertake tasks which will be negotiated with their placement supervisor.</p>	<p>The aims of this placement are to:</p> <ul style="list-style-type: none"> • Introduce the student to podiatry practice in the private sector. • Develop skills in working with people who have health problems. • Develop personal interaction skills appropriate for an allied health professional. • Develop assessment skills in a real world setting and to enable students to observe (and demonstrate) assessment tasks in a clinical setting. 	<p>Scheduled in the Mid-Semester Break 2016.</p>

Third Year – POD306 / POD309 (Honours)

COMPULSORY INTERNAL WPL		
Type of Placement	Aim of Placement	Timing of Placement
<p>Students will be required to attend Internal Clinical placement for 1 full day every week during session time in Semester 1 and Semester 2.</p> <p>This placement will also involve inter-professional experiences with other allied health students and peer mentoring opportunities of junior podiatry students.</p>	<p>Aim of this placement is for students to:</p> <ul style="list-style-type: none"> • Consolidate skills in clinical reasoning by developing the ability to link key concepts together in a holistic approach to management of clients for commonly encountered pathologies. • Demonstrate skills in the assessment and management of clients with commonly encountered pathologies. Apply theoretical knowledge into an applied clinical context in respects to biomechanical/ musculoskeletal pathology, and to apply theoretical knowledge into an applied clinical context in respects to commonly encountered medical conditions. • These placements allow students to further develop their practical clinical skills, clinical reasoning skills and further develop their ability to become independent practitioners. 	<p>Clinical placement will run each week on either a Wednesday or Thursday during session time in both 1st and 2nd semester</p>
COMPULSORY EXTERNAL WPL		
Type of Placement	Aim of Placement	Timing of Placement
<p>Advanced Private Practice - 1 x week – total of 35 hours in a Private Practice setting.</p> <p>The placement will be allocated through negotiation with the Podiatry Placement Coordinator.</p> <p>Students will undertake tasks which are outlined in the clinical placement manual. The clinical placement handbook can be accessed at the Pod Placement Interact 2 site. Students may also undertake tasks which will be negotiated with their placement supervisor.</p>	<p>The aims of this one-week placement are to:</p> <ul style="list-style-type: none"> • Illustrate the scope of private podiatry practice with a focus in a broad range of areas relevant to podiatry e.g. biomechanics and sports podiatry; podiatric surgery; rheumatology; indigenous healthcare; diabetes care. • Enable students to review a range of treatment options and management strategies. • Enable students to reflect on the integration of theory and clinical practice. <p>This one week placement is designed to build students' confidence and for the clinical supervisor to facilitate some experiential learning during the week.</p>	<p>Inter-semester break usually in June or July.</p>

Fourth Year – POD403 / POD407 (Honours)

COMPULSORY INTERNAL WPL		
Type of Placement	Aim of Placement	Timing of Placement
<p>Senior residency block where the student will see a range of new and existing clients, high risk clients and managing wounds.</p> <p>Students will undertake rotation through surgery clients. They will also be involved in interprofessional clinics</p>	<p>The satisfactory completion of Workplace Learning contributes towards the development of the student as an entry-level practitioner. Workplace Learning opportunities enable students to further develop knowledge and skills in a broad range of areas, for example the high risk foot and indigenous healthcare.</p> <p>Assessment of students by clinical educators working internally and externally to CSU ensures that a student's performance is assessed against national competency standards, by experienced practitioners working in the field.</p> <p>Consequently students can feel assured that they have attained the necessary competencies to practice as an entry-level practitioner, after passing this subject.</p>	<p>1 x 8 week Block in either Session 1 or session 2 and 1x 6 week Block in Session 2.</p> <p>Note: <i>4th Year placement blocks commence in February and do not run to the normal university calendar.</i></p>
COMPULSORY COMMUNITY		
Type of Placement	Aim of Placement	Timing of Placement
<p>1 x 8-week Block (3 full days per week) in a Community Public setting.</p>	<p>The aim of this placements is to:</p> <ul style="list-style-type: none"> • Equip students with the skills, knowledge and attitudes to allow them to work safely as a new graduate (entry level practitioner) in this environment. • Provide students with the experience of working in and managing “a community” podiatry service and an understanding of the value of the assessment and screening in community practice. <p>Students are required to undertake clinical duties as directed by the placement supervisor or clinical educator. This will comprise a broad range of activities such as the treatment of clients; clinical administration; contributing to an interdisciplinary team; the manufacture of simple orthoses; providing clinical update to colleagues; attending clinical education sessions and engaging in health promotion activities.</p>	<p>1 X 8 week Block scheduled between February and August.</p> <p>Note: <i>4th Year placement blocks commence in February and do not run to the normal university calendar.</i></p>

Fourth Year POD403 / POD 407 (continued)

COMPULSORY HIGH RISK EXTERNAL WPL		
Type of Placement	Aim of Placement	Timing of Placement
1 x 8-week Block (3 full days per week) in a High Risk Public setting.	<p>To provide students with the experience of working in and managing “a high risk” podiatry service and an understanding of the value of assessment and screening in high risk practice.</p> <p>To equip students with the skills, knowledge and attitudes to allow them to work safely as a new graduate (entry level practitioner) in this environment.</p>	<p>1 x 8 week Block scheduled between February and August.</p> <p>Note: <i>4th Year placement blocks commence in February and do not run to the normal university calendar.</i></p>

Costs associated with Workplace Learning:

Students are responsible for all costs associated with WPL. These costs will include:

- Uniforms (shirt, pants and shoes).
- Travel.
- Accommodation.
- Preclinical compliance expenses (such as immunisations and National Police Checks).

Students are advised to budget for the costs of WPL in advance. Expenses may range from approximately \$1,000 for a one week placement to around \$4,000 for an eight week placement. These figures are an estimate only and costs may be more or less depending on the location of the WPL site.

Scholarships

Scholarships are available to assist with the costs of accommodation, travel and meals. Please refer to the WPL Interact Site and the CSU Scholarship Site for more information.



It is important to seek information regarding scholarships as early in the academic year as possible; the number of scholarships is limited and may have short application deadlines.

Preclinical Requirements

Prior to attending clinical placement students are required to provide evidence that they have met all preclinical requirements. Students who are not compliant by the due date (as advised by your WPL Coordinator and WPL Officer) may not be allocated a placement and risk failing the subject.



Students who attend clinical placements must have verification of compliance from NSW Health and CSU to be eligible for WPL placements.

Workplace Learning Expectations

- Students are required to contact their site supervisor at least three weeks prior to placement. If students cannot contact their supervisor, they are asked to contact the WPL Coordinator or WPL Officer to assist.
- Students are required to arrive at least 10 minutes before the start time indicated by the supervisor.
- Some sites have additional requirements that must be completed before placement commences. Students will be advised of additional requirements where appropriate.
- Students are expected to behave in a manner that is professional. This includes being punctual, academically and physically prepared and enthusiastic about learning.
- Students are required to wear full uniform with a name badge.
- Students cannot use electronic devices while on placement. There is sufficient time before and after placement for this purpose.
- Students must interact with staff and patients in a positive and professional manner.
- Students must ask for patient consent prior to communication and treatment.

Attendance

The WPL component of the Bachelor of Podiatric Medicine course enables students to:

- learn in a practice setting
- gain experience of podiatric practice
- develop a broad range of skills

These requirements meet the WPL objectives and allow students to work towards the National Podiatry Competencies necessary for professional registration in Australia and internationally.



It is a requirement that students attend all of their allocated WPL sessions.

Absences from Workplace Learning

Late for Workplace Learning

Students must ring the clinic and speak with staff or leave a message on the phone.



- If the student is less than 10 minutes late, a warning should be given.
- If the student is late a second time, supervisors are advised to record an unsatisfactory mark and document why.
- If the student is more than 30 minutes late and has not appropriately notified the workplace learning site within 30 minutes of clinic starting, supervisors are advised to enter an unsatisfactory grade. Students must give an adequate reason for their absence.

Absences at short notice (student is unwell)

Students are asked if at all possible to attend clinic at the normal time, even if unwell. The supervisor may then choose to send the student home sick (approved absence) and the student does not need to provide medical evidence.

If the student is not able to attend clinic, he or she must contact both the WPL Coordinator and the WPL site within 30 minutes of the clinical session starting. Students need to leave a message (with contact details) if they cannot speak to a person. They will need to submit a medical certificate to the WPL site and WPL Officer within two working days. Failure to submit a certificate will lead to an unsatisfactory grade.

Students will be required to make up the missed days at a time agreed by both the supervisor and student. If a student misses more than five days of placement they will be required to undertake another WPL experience which may be scheduled during non-teaching time.

Short (1-2 hours) absences known in advance

Students must request written permission to be absent from the WPL site. At least 24 hours' notice is required and students must supply evidence of the event. It is at the discretion of the supervisor whether to approve the absence. Students may appeal to the WPL Coordinator. Students may be required to make up the time in an additional workplace learning experience.

Approved leave will not usually be granted for work commitments, holidays, social events or sporting events (unless competing at a recognised state or a national event).

Unapproved absences from workplace learning

This will result in immediate suspension from placement and is grounds for failure in the subject. The WPL sites are advised to contact the WPL Coordinator as soon as possible and are asked to document the unapproved absence. The matter will be discussed with the WPL Coordinator. This is considered to be serious misconduct and may lead to a student being deemed professionally unsuitable to continue in their course.

Please refer to the School of Community Health Workplace Learning Manual for further information.

Multiple Absences from Clinic

Students who are absent from WPL for more than 24% of the time (1 day), consecutively or not, and who have supplied appropriate documentation within the timeframes specified must make up the time at an additional WPL site at a later date.

Students who is absent for more than 48% of the time (2 days), consecutively or not, regardless of whether they have supplied the appropriate documentation, will be withdrawn from the WPL experience and another will be organised.

Students cannot commence their next WPL subject until the previous experience is completed.

Expectations

Preclinical Requirements

Prior to attending clinical placement students are required to provide evidence that they have met all preclinical requirements.

Students who are not compliant by the due date (as advised by your WPL Coordinator and WPL Officer) may not be allocated a placement and risk failing the subject.



For more information about preclinical compliance, students can access the School of Community Health Workplace Learning Manual available on the School website – <https://www.csu.edu.au/faculty/science/cmhealth/school-home>

For concerns or questions about preclinical compliance, please email schpreclinical@csu.edu.au

Professionalism

Professionalism is fundamental to being an Allied Health Practitioner and as such it is an expectation that all students, whilst on Internal and External placement, behave in a professional manner at all times.

- Students are required to arrive at least 10 minutes before the start time indicated by the supervisor.
- Students are expected to behave in a manner that is professional. This includes being punctual, academically and physically prepared and enthusiastic about learning.
- Students are required to wear full uniform with a name badge.
- Students cannot use electronic devices while in clinic. There is sufficient time before and after for this purpose.

Professional Code of Conduct

This includes but is not limited to:

- maintaining professional boundaries with staff and patients/clients;
- maintaining staff and patient/client confidentiality at all times;
- communicating with staff and patients/clients in a professional manner;
- behaving in a professional manner at all times;
- treating staff and patients/clients with respect;
- not being under the influence of alcohol or drugs;
- not leaving placement without permission from the supervisor;

- following all of the WPL sites policies and procedures.

Any breach of professionalism whilst in clinic will result in a formal warning. This will be followed by exclusion from the subject if the behaviour persists. Please see CSU's exclusion policy for further details.

Allocation of Workplace Learning Sites

Students are provided with the opportunity to nominate a preference for locations of WPL sites in 2nd, 3rd and 4th Years. Whilst every effort will be made to ensure that students are allocated at least one preference, we cannot guarantee this.



Placement sites are non-negotiable once they have been allocated.

If students need to change their allocated placement site or timing of the placement this must be submitted via a special consideration application with supporting evidence.

Overseas Opportunities

Overseas placements are generally only available for 4th year students, due to the amount of time required to source a site, process visa applications if necessary and the logistics of travel and accommodation.

Some of the sites that CSU Podiatry students have participated in overseas placements include:

- United Kingdom
- New Zealand
- Singapore
- Vietnam

There are some scholarships available for overseas placements. Further information about overseas WPL experiences will be provided when students approach 4th Year.

Special Consideration

Special Consideration may be given for:

- medical reasons;
- family or personal reasons - including death, medical or employment problems;
- sporting or cultural commitments - where a student has been selected to participate in a state, national or international event;
- military commitments;
- legal commitments; or
- other events that pose a major obstacle to the student completing their placement.

The following circumstances would not be considered misadventure:

- routine demands of employment;
- difficulties adjusting to university life;
- stress or anxiety normally associated with examinations or assessments;

- routine need for financial support;
- lack of knowledge of requirements of academic work;
- sporting or social commitments;
- difficulties with the English language.

If students are unable to complete all of their WPL placement due to unforeseen circumstances students must contact their site supervisor and WPL Officer.

In the case of illness, students need to provide the site supervisor and WPL Officer with a medical certificate within 48 hours.

Accommodation

A link to accommodation options is available on the CSU interact site under the WPL tab. Please note however, CSU is not responsible for providing accommodation.



Accommodation is usually in high demand; students are encouraged to seek accommodation as soon as they have been allocated a placement.

Travel



Students are advised to purchase travel insurance if they are booking flights.

Administration, Policies and Standards for Workplace Learning

To assist supervisors in providing a quality workplace learning experience, we have developed the following criteria to assist in planning.

Occupational Health and Safety

Incident Reporting

Reporting of all incidents, accidents and near misses is mandatory.



Local documentation needs to be completed with respect to any incident involving a student. It is also necessary to complete a CSU "Accident/Incident Report". Please see the School of Community Health Workplace Learning Manual for more information on reporting of accidents, incidents and near misses.

<http://www.csu.edu.au/faculty/science/cmhealth>

Sharps Policy

CSU students may only remove scalpels using the QuickSmart System. If this system is not available students may not remove blades. If a student has been certified as a user (having been supervised three times and completed paperwork) he/she may only remove blades using the QuickSmart under supervision.

For the Sharps Injury Protocol please see the link below:

http://www.csu.edu.au/_data/assets/pdf_file/0006/179673/Sharps-Guideline.pdf

Uniforms

The uniform and personal presentation requirements have been developed to uphold a professional image and meet infection control requirements. Strict adherence to the uniform standards is a requirement of WPL attendance. If a supervisor deems that uniform or personal presentation is not to a professional standard, students may be asked to leave the clinic to rectify their appearance. In this situation students are expected to return as soon as possible. They may be expected to make up the time at an additional WPL site.

Uniforms should be cleaned and pressed prior to each clinical session. If the shirt is worn untucked it must be long enough to cover the top of the trousers at all times. Uniform items that do not comply may not be worn.

Shirt: White/Blue Stripped Formal Poly Cotton Dress Shirt with CSU Logo on left hand side and Podiatry (in CSU Red) on right hand side. Shirt must be short sleeve for males and $\frac{3}{4}$ sleeve for female, with an open or button neck. Shirt may be worn untucked if it is manufactured to be worn in such a manner.



Wearing of a tie is **not** permitted on placement.

Students are expected to be well presented at all times. Uniform items that are faded, damaged or worn must be replaced. Students who are required to wear specific attire for religious reasons are advised to contact the WPL Coordinator for advice.



Underwear

- Suitable undergarments must be worn during clinical sessions. Wearing no underwear, thong/g-string or see-through underwear is inappropriate.
- Underwear should not be visible at any time. Underwear should not contain logos/emblems that are visible through clothing and should be of a light colour.



Trousers

- Trousers should be black dress wasted pants, tailored in style. They should be made of a closely woven fabric that doesn't attract lint.



Shoes

Should be non slip, non marking soled black shoes in a style that reflects professional podiatry standards. Shoes must fit the foot for occupational health and safety reasons. Ideally they will be closed with laces and should be clean and polished. **Boat shoes** are not acceptable. Shoes are required to have a closed in heel counter.



Hosiery

- Should not contain logos/emblems that may be offensive. Socks should be black in colour. Hosiery may be black or tan.



Vests

- Semi waterproof outer with Polarpile lining black uniform zip front vests with embroidered CSU Podiatry logo may be worn in clinic.



Hair

- Should be off the face and long hair must be tied back. Style/colour should reflect professional standards.
- Facial hair should be either full beard or clean shaven. Beard covers may be required.



Jewellery

- Must be kept to a minimum. Visible piercing should be small studs. Hand rings of religious significance/wedding rings are the only jewellery permitted on hands/wrists. They should be flat.
- Bracelets should not be worn. A wrist watch may be worn.
- If jewellery is worn around the neck it needs to be short and discreet.
- Nail polish must not be worn.



Scent

- Aftershave or perfume should not be worn. Deodorant should be of a low scent.



Personal Hygiene

- It is an expectation that students maintain appropriate personal hygiene at all times. Body odour should not be obvious.

Workplace Learning Structure and Operation

Students should be provided with:

- an orientation to the clinic/facility and staff.
- relevant details of the facility's Occupational Health and Safety policy and instructed in emergency procedures.

Supervisors should:

- Establish some ground rules about how they expect students to behave, what times they should attend and arrangements for meal breaks.

Supervisor Experience

- It is desirable that supervisors have a minimum of two years' WPL experience.
- The supervisor is to enhance opportunities for the student within the scope of the placement criteria.
- A supervisor may have less than two years' experience but should be supported by a senior supervisor with WPL experience.
- The supervisor is to discuss their expectations of professional behaviour, patient contact, communication and self-directed learning at the beginning of the placement.
- Where there is more than one supervisor, students must be provided with instructions on lines of communication.
- The supervisor should provide form and informal feedback of performance to the student.

Learning and Teaching

- Students are provided with a range of learning opportunities from those available.
- The supervisor should discuss the opportunity with the student at the beginning of the placement.
- The supervisor should allocate time for student consultation or direct instruction.
- Students are provided with direction about how to access learning resources.
- The supervisor should promote case discussion as a means of reflective learning.

Assessment

Assessment is an important part of the learning process. It provides students with an opportunity to receive feedback on performance. It also allows the student to reflect on their performance and make changes or improvements where necessary. It may also enable the student to feel more confident in their abilities.

Students will be given verbal and written feedback throughout clinical sessions via their log books.

Students must gain a satisfactory pass in order to pass the WPL subject. This may be via the demonstration of various techniques, effective communication with staff and patients, professional behaviour and engagement with the WPL activities.

Any students not meeting the objectives will discuss these with their WPL site supervisor and subject coordinator and written strategies to assist students to develop their skills will be documented. This will facilitate improvement in any areas of weakness prior to the final assessment for the subject.

For students who receive a non-satisfactory result for their placement, detailed information regarding their result will be documented by the site and will result in the student having to repeat the placement. Often this result means the student will need to repeat the clinical subject.