

FACULTY OF SCIENCE
School of Community Health



ALLIED HEALTH

WORKPLACE LEARNING
MANUAL

2016



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Section 1: Introduction

The workplace environment represents a powerful practice knowledge development opportunity for health professional students. Workplace learning represents a vital and irreplaceable component of health professional students' preparation for the reality of professional practice; it is only through engagement in professional practice that students can become fully aware of and learn to manage the complexity of professional practice. Despite the acknowledged centrality of workplace learning to the education of future healthcare professionals, students are often challenged by the stressful, complex, messy and unique nature of many workplaces.

Please note that the term “workplace learning” has become the preferred generic Charles Sturt University (CSU) term to refer to student activities undertaken in authentic workplace settings.

Workplace learning, also known as work-integrated learning, practicum, professional practice, professional experience, internships, placements, fieldwork and clinical placements, allows students to learn through direct implementation of their professional roles in real workplace settings.

As workplace learning is undertaken in authentic workplace environments it is important to highlight to both students and supervisors that learning activities undertaken in these environments will be very different to those undertaken in academic settings. As workplace learning supervisors will often have a client load in addition to supervisory responsibilities effective workplace learning outcomes often require flexibility, adaptability and innovation on the part of both students and supervisors. If you have any concerns or would like to receive advice, CSU workplace learning co-ordinators are able to assist you with any aspect of your workplace learning experience.

This manual is provided for students and supervisors as a reference to guide decision making throughout workplace learning experiences. Provision of workplace learning experiences for CSU students is considered to be a three-way partnership between the student, supervisor and the University. Contact details for University staff are provided at the end of this manual and supervisors as well as students are strongly encouraged to discuss any concerns they may have relating to workplace learning with University staff as needed.

Please note: This manual should be read in conjunction with the discipline specific Workplace Learning Manual.

Section 2: Information for Students

2.1 Professional behaviour

As you are aware, your performance while undertaking workplace learning is judged in relation to how you work with clients; however there are other aspects of health professionals' work upon which you will also be assessed. Professional behaviour is considered fundamental to professional practice and underpins all aspects of health professionals' work.

Simple behaviours, such as being punctual and following required notification procedures when unwell or unable to fulfil expected work commitments, form a part of professional behaviour. Respect for clients and workplace colleagues, including your supervisor, are also extremely important. Supervisors often comment on the level of commitment and responsibility students show towards their workplace learning. It is therefore in your own best interest to exhibit these professional behaviours, and others. The following sections overlap with this concept of "professional behaviour" and should be read carefully. See also the Code of Ethics of [Speech Pathology Australia](#), [Australian Physiotherapy Association](#), [Occupational Therapy Australia](#), and [Podiatry Board of Australia](#).

Physiotherapists, podiatrists and occupational therapists are now bound by national law to uphold a national board association code of conduct. While students may not be members of a national association they are required to be registered. More information can be found at: www.ahpra.gov.au.

You should also be aware that CSU policy permits students to be withdrawn from workplace learning for unprofessional and/or unsafe behaviour (including breaches in code of conduct). It is an expectation that students will abide by the professional behaviour code of conduct policy, as set out by the respective professional national boards.

2.1.1 Email addresses

As part of the University's commitment to allowing flexibility for students, you are able to use your own personal email address as your contact address. This information may be provided to your workplace learning supervisor to enable them to provide you with important information prior to and during your workplace learning. It is advisable that you carefully consider the email address you provide to the University to ensure it does not contain any characters or words that portray yourself or the University in an unprofessional manner. The professionalism of your email address user name is of utmost importance. It is possible that unsuitable email addresses may lead to supervisors forming prejudgements about you prior to starting workplace learning.

2.1.2 Social networking

It is quite common for you, as a student, to be a member of social networking sites (e.g. Facebook, Twitter etc). While these sites are great tools for keeping in touch with friends, we urge you to think carefully about how you use social networking within the University. We recommend that you do not invite supervisors to join your social networking site.

2.2 Your roles and responsibilities

1. Assist in determining learning objectives for workplace learning. Ideally you should have identified potential learning objectives prior to commencement of workplace learning and be ready on your first day on placement to discuss these with your supervisor
2. Communicate personal learning objectives and prior workplace learning experience to your supervisor. Workplace learning experiences provide an opportunity for your supervisor to assist you to develop any areas requiring improvement that you have identified. Clear identification of areas of improvement by yourself will facilitate achievement of your learning goals
3. Create learning experiences within the workplace learning setting.
4. Seek information and feedback to assist in learning.
5. Be responsible for successful fulfilment of requirements of workplace learning.
6. Uphold the Code of Ethics of the relevant professional registration board or discipline body. For links to these codes, please see the end of this manual.
7. Seek assistance from your supervisor and/or workplace learning coordinator when necessary.
8. Provide constructive feedback to your supervisor and workplace learning coordinator with the objective of enhancing the workplace learning experience.
9. Respond positively to constructive feedback from your supervisor, other team members, and patients/clients in a positive manner.
10. Regard the workplace learning assessment as a chance to identify areas of strength, areas for improvement, and to indicate areas for change. It should not be construed as a personal criticism or judgement.

Furthermore:

- Whilst undertaking workplace learning you must under no circumstances treat a patient/client for the first time or undertake a major change of treatment without either assessing the patient/client with your supervisor or discussing assessment findings and the proposed management plan with the supervisor or registered practitioner.
- It is your responsibility to recognise the scope and limitations of your experience. If you do not feel confident about a treatment or if you do not fully understand what you are doing you must not hesitate to seek assistance from your supervisor

2.3 InPlace

InPlace is a database that the University uses to capture information about all the workplace learning experiences that you are involved in. It also allows the University to keep a record of all the preclinical requirements for workplace learning and your current status in completing these requirements. You will be required to access this system throughout the course of your study to:

- Upload pre-clinical documentation, such as first aid certificates, national criminal record check etc.
- Upload workplace learning documentation such as evaluations, timesheets etc.
- Capture information about your accommodation nominations for workplace learning
- View information about your workplace learning experience such as address of the site, supervisor details etc.
- View your outstanding preclinical requirements

Guides on how to use the InPlace database are available in the **Workplace Learning Interact2 site**. You will receive more information on how to use the InPlace database throughout your course.

2.4 Reporting adverse incidents

2.4.1 Reporting of accidents, incidents and near-misses

Please refer to the information in section **5.4** of this manual for information on this procedure.

2.4.2 Harassment

The University has a duty of care in relation to the health and safety of its staff and students. Harassment that occurs within Charles Sturt University or is related to University activities is of concern as it can create an intimidating, hostile, offensive or distressing work or study environment and impact on the health and well-being of staff and students.

Harassment refers to unwelcome behaviour that makes a person feel offended, belittled, intimidated or apprehensive; and that a reasonable person, taking into account all the circumstances, would expect to cause offence, intimidation or apprehension and includes bullying and victimisation.

Bullying can be described as unreasonable behaviour that intimidates, demeans or humiliates a person, putting their health, safety or welfare (including psychological welfare) at risk.

If you believe that you are being harassed or bullied, you should not ignore the problem. In the first instance, if you feel safe to do so, it may be sufficient to make it clear to the other person that their behaviour is unwelcome, offensive or distressing. If you do not feel comfortable with this approach or if it is not effective, you should contact the workplace learning co-ordinator at the University without delay.

Harassment and bullying can result in trauma and stress for the person who is the target of such behaviour. Counselling services are available for you through Student Services.

All members of the University community are entitled to a fair, safe and productive work and study environment. The University expects that you will familiarise yourself with the policy and guidelines, both to ensure that you can take appropriate steps to protect yourself if you experience bullying and harassment and to ensure that you are aware of, and avoid engaging in, behaviours that might be experienced as bullying and harassment.

For more information please refer to section 5.5 of this manual.

2.5 Safety on workplace learning

Safety whilst you are on workplace learning is a collaborative responsibility of the University, the workplace learning site and yourself. As a student, it is your responsibility to:

- Attend or complete safety induction sessions
- Complete any provided training
- Obtain any recommended personal protective equipment
- Advise the university and the workplace learning site of any health conditions that may affect your health and safety during workplace learning
- Comply with the immunisation guidelines
- Not undertake any activities you do not feel trained for, or that you feel places you at risk of injury
- Observe and report any hazards and incidents that occur during your workplace learning to the site and to the university

2.5.1 Travel

Travel between CSU and the workplace learning facility has been identified as a potential risk to your safety. You are advised that you should arrange reliable and safe transport to the workplace learning site well in advance. The School of Community Health requires that you complete and submit a *Student Workplace Learning Travel and Accommodation Information Sheet (CSU Form R)* prior to each workplace learning experience, to ensure that your plans are documented. This allows the School to be able to contact you in an emergency, should the need arise. When you have completed this form, please upload it to the *Notes/Docs* section of your file in the InPlace database. This form is located on page 15 of this manual.

You should **NOT** transport clients between facilities.

Driving

An important part of your safety is getting to and from workplace learning safely. Research has indicated that up to 25% of road accidents are the result of drivers being tired or falling asleep. Here are some tips below to help you get to your destination safely:

- Safe driving practices should be followed at all times.
- Don't drive under conditions in which fatigue is likely to arise.

- Take regular and adequate rest breaks during a long motor vehicle journey. When driving alone, take a rest period of at least twenty minutes on completion of each three-hour period of continuous driving. Where students are sharing the driving, a change of driver should take place at least every three hours.
- Get an adequate amount of sleep prior to your journey. Less than the usual amount of sleep makes a driver more likely to fall asleep at the wheel some time during the following day.
- Avoid alcohol on the day of driving. Consumption of alcohol, even in moderate amounts increases the tendency to fall asleep.
- Do not start a long trip after a day's work; the most you will be able to drive without feeling drowsy is 3 or 4 hours.
- Do not try to keep going after your first drowsy spell; the next will come quickly ; and if you survive that, the next will come even more quickly
- Don't spend more than 10 hours on the road, unless you can share the driving with someone else.

If you are involved in an accident whilst driving to or from workplace learning, you will need to complete a *CSU Accident/Incident Report online* as soon as practicable. For more information, please refer to Section [5.4](#)

2.6 Insurance

You are covered by the University's Personal Accident Policy. If you need to make a claim on the University insurance policy contact Student Central on 1800 275 278 and they will refer you to the relevant person within the Division of Finance who will assist you to determine the appropriate policy for your circumstances.

You are however encouraged to use your Medicare and private health insurance where appropriate in the first instance.

Please refer to section [4.4](#) for more information on insurance coverage.

2.7 Uniforms

You are required to wear a uniform during your workplace learning, unless your supervisor informs you otherwise. Your discipline's uniform has been chosen to comply with standards for infection control and occupational health and safety. The uniform also makes you identifiable as a student of Charles Sturt University.

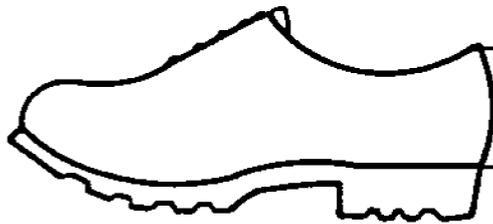
Uniforms can be purchased at either 'Albury Uniforms and Schoolwear' located at 1104 Mate Street, Albury or through the University via the following website:

<http://www.csu.edu.au/online-shop/uniforms>

2.7.1 Shoes

You will need covered in shoes for lab classes and practicals. AS/NZS 2210.3 compliant (see diagram 1), closed-in, non-slip and non-permeable footwear must be worn at all times (unless notified otherwise). Shoes made of absorbent material or woven fabric (e.g. most types of runners, joggers and tennis shoes) should not be worn in laboratories where exposure to corrosives or chemicals that are easily absorbable through the skin could occur or there is a risk of sharp and/or heavy objects falling on your feet. Anyone wearing thongs, open-toed and/or open-heeled shoes will not be permitted into the facilities.

Diagram 1 Type A (low shoe) minimum enclosed footwear standard from AS/NZS 2210.3



Please note that this information applies to all workplace learning experiences.

2.8 Identification badge

You are issued with an identification badge which you must wear while you are on workplace learning. This badge is issued at no cost; however there is a fee for a replacement badge.

You will need to purchase a plastic card holder for your identification badge. (This is a mandatory requirement). They are available from the co-op bookshop on all campuses for a nominal fee. The product description is: Id Card Holder with Alligator Clip & Pin. (98011+98014) ISBN 5555000223133. If you wish to purchase these from another source, there are certain requirements that the card holder must meet.

2.9 Helpful hints while engaged in workplace learning

1. Make sure that you develop a clear understanding of your supervisor's expectations for all aspects of workplace learning including standards of professional knowledge and level of background knowledge required. For example, are you expected to participate in the intervention or just observe? Does your supervisor expect you to document directly in the file or write a draft first?
2. Make sure that you discuss your expectations for all aspects of workplace learning with your supervisor including your expectations regarding the level of independent work you will be able to undertake and the level of direct supervision and feedback provided by your supervisor during workplace learning. You may need to negotiate some aspects of your supervision (e.g. amount of direct supervision and feedback provided depending upon your supervisor's case load in addition to supervisory responsibilities).
3. Remember that non-verbal communication contributes significantly to your communication with clients, carers, colleagues and supervisors. Make sure that you are using appropriate body language and eye contact at all times. Your non-verbal communication (e.g. body posture) should indicate respectful interest at all times.
4. It is generally recommended that you interact freely with clients. Check with your supervisor that it is appropriate first and if so engage clients in conversation regarding their health condition and goals. Easily conversing with clients is an important professional and personal skill.
5. Remember, workplace learning may be the only time that you see techniques practitioners use. Be sure to pay attention and learn as much about these skills as possible. If the techniques are new to you ask your supervisor questions and, if possible and appropriate, seek opportunities to practise new skills.
6. All workplaces have individual cultures made up of specific social values and norms; fitting into a new workplace is often challenging for students undertaking workplace learning. For the first few days, carefully observe the social behaviour of the workplace. It is very important that you respect this style of relating (e.g. dress, level of socialising at work, level of informality and familiarity). Although you will only be in this workplace temporarily if you feel comfortable with the workplace practices and customs you will be more relaxed and better able to concentrate on the learning aspects of your workplace learning experience.
7. Workplace learning provides you with opportunities to experience the reality of professional practice and develop your skills towards becoming an independent healthcare professional. Therefore you need to make the most of your workplace learning time; do not plan to slowly ease into your learning during workplace learning, rather begin actively with clearly identified learning goals and strategies for achieving those goals.
8. If you have "free time", use this constructively. Explore available resources, practise technical skills, spend time with another practitioner either from your discipline or a different discipline (you will gain valuable insights into a range of client approaches), review case histories, prepare for the next day, etc. There is no such thing as free time on workplace learning!

9. Client safety at all times is paramount. If you are unsure regarding your ability or appropriate treatments seek assistance. Remember, being able to accurately identify the limits of your professional abilities represents part of your ethical and professional behaviour.
10. University staff are able to provide valuable support and guidance during workplace learning. You are strongly encouraged to contact relevant university staff immediately when a need arises. If your issue is of an administrative nature please contact your discipline workplace learning officer and if you have any concerns relating to your performance on workplace learning please contact your discipline workplace learning coordinator.

2.10 Looking after yourself while on workplace learning

Whilst workplace learning can be a fantastic experience and an amazing learning opportunity, it sometimes can be a little overwhelming. Some common feelings experienced by students include:

- Finding workplace learning different
- Finding it difficult to adjust
- Feeling under-prepared
- Missing home and family
- Feeling lonely

It is important that you look after your health and wellbeing during workplace learning. Some tips from previous students include:

- Be prepared
- Get plenty of sleep
- Exercise regularly
- Eat a balanced diet
- Make time for yourself
- Address problems quickly
- Maintain contact with other students
- Keep in contact with family and friends

thedesk (www.thedesk.org.au) is a resource available to students that provides you with strategies and skills to cope with problems that you may encounter and promotes skills for your academic success and wellbeing.

The components of *thedesk* are:

- Modules where you can complete activities to develop problem solving and self-management skills
- Tools to help with everyday issues
- Quizzes to check your progress in a range of areas
- The Coffee House forum for networking
- Get Help. This is where there are links back to the University and community resources and support in a range of a number of topics.

This is a useful tool that you may want to use whilst on workplace learning.

2.11 Student counselling services

Below is a list of some of the services that are available through CSU counselling service.

What services are available?

- Free and confidential service available to all students.
- Assistance with personal concerns.
- Assistance with academic and administrative problems.
- Referrals to community groups.
- Assistance with stress, assertiveness and exam anxiety.
- Workshops on a variety of topics.
- Assistance with depression, loss and grief, abuse issues, family conflicts, relationships etc.

Student Counsellors are available at CSU campuses, Monday to Friday from 9am to 5pm.

For more information or to make an appointment refer to:

<http://student.csu.edu.au/services-support/health-wellbeing/counselling>

2.12 Marginal performances

In the event that your supervisor identifies you as not performing at an appropriate level relevant to your education and experience, it is essential that this situation is managed in a clear and organised manner. You may experience difficulty during workplace learning for a multitude of reasons; it is important that if you are experiencing personal difficulties that are impacting on successful completion of workplace learning that you discuss this with university academic staff and your supervisor.

Also it is important to note that not all students will progress through their workplace learning experiences at the same rate. Some students may require extra time in the form of additional workplace learning in order to achieve competency in some areas of practice. If extra time is required to achieve competency this in no way reflects on the quality of the student's practice after graduation and should not be viewed as an indication of the student's ability to practise in their chosen discipline.

No matter what support you are provided with if your performance is marginal, it remains an emotional and stressful experience for both you and your supervisor. If your supervisor has identified that your performance is marginal you may minimise associated stress and maximise the possibility of a successful outcome by following the steps provided below:

1. Discuss your performance with your supervisor

It is useful that your skills and behaviours are the focus of discussions with your supervisor and that you remain respectful and polite during all interactions with your supervisor. Ask your supervisor for specific examples of marginal performance and ensure you understand why your performance was marginal and the action you can take to improve future performance.

Your supervisor is required to complete an “At Risk” form which will be signed by yourself and the supervisor and sent to CSU. At this stage it is important that you understand actions you can undertake to improve future performance. It is also important that you realise that completion of an “At Risk” form does not mean that you will automatically fail your workplace learning experience, it simply alerts you to the fact that at this time you are not performing at the expected level and identifies strategies to assist you to reach competency by the completion of the workplace learning.

2. Contact the Workplace Learning Coordinator at CSU

Your CSU Workplace Learning Coordinator will be a valuable source of support and guidance during your workplace learning. Academic staff are experienced in clinical education and will be able to assist you by identifying strategies to enable you to improve future performance. CSU staff may also organise a three way meeting with yourself and your supervisor to discuss issues, concerns and strategies for future improvement.

3. Act on all feedback provided

It is important that if your performance has been identified as being marginal that you immediately act on all feedback provided in order to improve your performance. You should actively and enthusiastically work towards achievement of goals collaboratively set by yourself and your supervisor. This can be more difficult than it sounds as you may lose confidence and feel quite discouraged by the news that your performance is below expectation and that you are at risk of failing workplace learning. However, regardless of the final outcome, any workplace learning experience provides a valuable learning opportunity for you to improve your professional practice therefore you should remain actively engaged in learning at all times during workplace learning.

In the event that you don't reach competency at the conclusion of your workplace learning resulting in a fail grade being awarded, your supervisor will provide information regarding areas of your practice requiring support and strategies to facilitate improvement on your next workplace learning experience. Your workplace learning coordinator at CSU will also work with you prior to and/or during your next workplace learning experience to ensure issues raised by your supervisor are addressed.

CSU Form Q - Student checklist prior to workplace learning

To make the most of workplace learning, please follow the checklist:

- Dates for workplace learning in diary/calendar
- Personal accommodation and travel arrangements confirmed
- Student Workplace Learning Travel and Accommodation Information form completed and uploaded to InPlace database
- Supervisor name / contact information confirmed from InPlace
- Pre-reading list compiled, if applicable
- Introductory letter emailed by _____(date), if appropriate
- Confirmation phone call made to supervisor and final arrangements made for accommodation, uniform, etc. by _____(date).
- Workplace learning documents organised into file
 - Learning Objective sheets
 - Self-assessment forms (if applicable)
 - National Criminal Record Check (NCRC)
 - Immunisation Documentation
 - Current First Aid Certificate
 - Mental Health First Aid Certificate
 - NSW Working with Children Check
 - Victorian Working with Children Check
 - Manuals – SCH Workplace Learning and Discipline specific
 - Copy of Assessment Forms
 - Pre-readings completed
 - Student Identification Badge
 - Uniform

Student workplace learning travel and accommodation information (CSU Form R)

You need to complete this form **BEFORE** going on workplace learning.

Student name:	
Student year:	
Site allocated:	
Workplace learning dates:	
Travel arrangements to and from site: (eg. Car, plane {include flight number}, train)	
Travelling with: (Add name if someone is travelling with you)	
Date leaving: (1 day before workplace learning, 2 days, etc)	
Date returning: (1 day after workplace learning, 2 days, etc.)	
Accommodation arrangements: (Include the Name, Address & Phone Number)	
Daily travel between accommodation and workplace learning: (eg train; car; walking between nursing accom/department)	
Out-of-hours contact number/s:	
Emergency contact numbers (e.g. parents/friends):	

Please complete and upload to the *Notes/Docs* section of your file on InPlace **BEFORE** you go on workplace learning.

This must be completed for each workplace learning experience allocated.

This information will only be used in an emergency.

Section 3: Preclinical requirements

Workplace learning is an assessable component of all School of Community Health courses and it is necessary to attend and be deemed competent in the workplace learning component of a subject in order to pass the subject.

Prior to attending workplace learning students are required to complete and submit all pre-clinical documentation to the Pre-clinical Officer, which will then enable the student to attend the workplace learning site.

If the pre-clinical requirements are not completed by the due date, as set out in the workplace learning subject outline, the student will not be allocated workplace learning resulting in failure of the subject. These requirements are in place because there is a potential risk to the student or the public if they are not completed. They are a requirement of the University, State Health Authority and other external bodies.

Failure to present all the required documentation by the final pre-clinical check date or to provide evidence that all the required documentation has been submitted will put the student at risk of not attending workplace learning. At Risk status will be noted on the pre-clinical checklist at individual student meetings by the Pre-Clinical Officer.

Failure to provide confirmation of compliance by the compliance deadline will result in non-allocation of a placement and Fail grade being awarded for the subject. The dates of the compliance deadlines are as listed in all workplace learning subjects.

The requirements are as follows:

3.1 Manual handling training

Manual handling injuries, particularly back injuries, can be very debilitating and are a major problem in health care facilities. As in all aspects of workplace learning, it is the student's responsibility to maintain their skills and knowledge base concerning care and procedures.

Students must complete an online manual handling training session prior to the pre-clinical compliance deadline. Once the module has been completed, students will need to upload a copy of the certificate to the InPlace database.

3.2 Child protection training

As students will be working with children during workplace learning, they must complete an online child protection training session prior to the pre-clinical compliance deadline. Once the module has been completed, students will need to upload a copy of the certificate to the InPlace database.

3.3 Infection control training

Students must complete an online training session on infection control. Once completed students must upload a copy of their certificate to the InPlace database. Students must also attend a practical session which will be covered in one of their BMS (Biomedical Science) subjects in first year. Attendance at these sessions will be recorded.

3.4 Food handling training

All speech pathology, speech masters and occupational therapy students must complete a compulsory online training session on food handling. As part of workplace learning students may be expected to help patients/clients with their meals and it is important that students are aware of safe food handling procedures. Once students have completed the module, they must upload a copy of their certificate to the InPlace database.

3.5 First aid

Students must have a current First Aid certificate that complies with HLTAID003 prior to the pre-clinical compliance deadline. It is the student's responsibility to complete this training and to ensure that it is kept up to date for the duration of their course. Students must upload a copy of the First Aid Certificate to the InPlace database. To determine whether the first aid certificate complies with HLTAID003 students need to contact the organisation that provided the training.

3.6 Mental health first aid certificate

It is a requirement of the School of Community Health that students obtain a Mental Health First Aid (MHFA) Certificate. The course gives students the knowledge and skills to recognise and address both ongoing mental health problems and mental health crisis situations. The Mental Health First Aid Certificate must be completed by the end of second year of University and be uploaded to the InPlace database.

For information about course options, refer to the **Workplace Learning Interact2 site**.

3.7 National Criminal Record Check (NCRC)

Also known as a National Police Check.

All students are required to obtain a National Criminal Record Check (NCRC) for the purpose of undertaking clinical placements in health agencies, regardless of whether or not they are an existing health worker.

The minimum compliance requirements for a National Criminal Record Check are:

- it must be from a CrimTrac Accredited Broker Agency (as listed on CrimTrac's website) or an Australian State or Territory Police Force or the Australian Federal Police,
- it must state that it is a National or Australia wide check,
- it must include the student's full name and their date of birth,
- it must not have any offences listed (students with criminal history must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the Employment Screening and Review Unit, NSW HealthShare), and
- the name on the Police Certificate must be the same name as on the Student's ID card.

The NCRC is accepted by NSW Health for three years and it is the student's responsibility to re-apply before it expires. Further information on this requirement can be found at: http://www0.health.nsw.gov.au/policies/pd/2013/PD2013_028.html

For NSW Health sites, the original criminal record check must be sighted by a representative from NSW Health prior to commencing workplace learning. Students must also upload a copy to the InPlace database. **Students without a valid National Criminal Record Check will NOT be able to undertake workplace learning.**

***Please Note:** Depending on the location of workplace learning, there may be other requirements regarding the National Criminal Record Check. The Workplace Learning Officers will advise students of any further requirements prior to commencement of workplace learning.*

Services where you can obtain a National Criminal Record Check.

CrimTrac

<https://www.crimtrac.gov.au/information-individuals>

New South Wales (NSW) Police

http://www.police.nsw.gov.au/about_us/structure/specialist_operations/forensic_services/criminal_records_section

Victoria Police

http://www.police.vic.gov.au/content.asp?Document_ID=274

Australian Capital Territory (Federal Police)

<http://www.afp.gov.au/what-we-do/police-checks/national-police-checks>

Queensland Police

<http://www.qld.gov.au/law/crime-and-police/criminal-records-and-history-checks/criminal-history-checks/>

Western Australia Police

<https://www.police.wa.gov.au/en/Police-Direct/National-Police-Certificates>

South Australia Police

<https://www.police.sa.gov.au/services-and-events/apply-for-a-police-record-check>

Tasmanian Police

<http://www.police.tas.gov.au/services-online/police-history-record-checks/>

Northern Territory Police

http://www.nt.gov.au/justice/docs/jop/form_cas_crim_history.pdf

3.7.1 Additional requirements for overseas students

Overseas students may apply for a National Criminal Record Check before arrival in Australia through the Australian Federal Police. Refer to the AFP website <http://www.afp.gov.au/what-we-do/police-checks/national-police-checks> for an application form.

In addition to obtaining an Australian National Criminal Record Check they also must provide:

- A Police Clearance from their home country and any country they have been citizens or permanent residents since turning 16 years of age (incorporating any charges the preferred applicant may have against their name).
- If unable to provide a Police Clearance from any country they have lived in, they must complete a Statutory Declaration stating they have no pending criminal charges or convictions from any country they have been citizens, permanent residents since turning 16. If they do have such records, they must list date of offence, type of offence and court outcome. Statutory Declarations are available at:

<http://www.health.nsw.gov.au/careers/policies/Documents/Appendix-5-Statutory-declaration-overseas-applicants-students.pdf>

Any criminal record check in a language other than English must be accompanied by a 'certified copy' of an English translation of the criminal record.

3.8 Working with children checks (WWCC)

As students may complete workplace learning in both NSW and Victoria, they will need to complete the requirements for Working with Children Checks for both states regardless of their state of residence.

NSW

It is mandatory requirement of the University for all students to obtain a NSW WWCC. Students can apply online for a volunteer check at: <http://www.kidsguardian.nsw.gov.au/Working-with-children/Working-With-Children-Check/apply/-apply>. This is valid for 5 years and is free of charge for students.

VICTORIA

As students may complete workplace learning in Victoria during the period of their course, they are also required to obtain a Victorian Working with Children Check (regardless of what state they reside in). Students can apply online at: <http://www.workingwithchildren.vic.gov.au/home/applications/>. This is valid for 5 years and is free of charge for students.

A copy of both the Victorian and NSW Working with Children Checks must be uploaded to InPlace.

3.9 NSW Health Code of Conduct (CSU Form C)

Students are required to sign the Code of Conduct Agreement (COC) for Students undertaking Clinical Placements form. This form states that students have read and understood the NSW Health Code of Conduct and that they will notify NSW Health if they are charged with any criminal offences after the date of issue of the student's National Criminal Record Check.

The signed COC agreement form must be given to the Pre-Clinical Officer and a copy uploaded to the InPlace database.

The NSW Health Code of Conduct is located at:

http://www0.health.nsw.gov.au/policies/pd/2015/pdf/PD2015_035.pdf

The NSW Health Code of Conduct form is located at:

http://www.health.nsw.gov.au/careers/student_clearance/Documents/Appendix-6-Code-of-conduct-agreement-for-students.pdf

3.10 Workplace learning health and safety disclosure form (CSU Form F)

The personal information you provide in this form is governed by the *Privacy and Personal Information Protection Act 1998*, the *Health Records and Information Privacy Act 2002* and CSU's Privacy Management Plan (the Privacy Legislation). Your information will be collected by CSU workplace learning staff and may be disclosed to CSU's Disability Service and authorised personnel at potential work placement organisations to enable the identification and implementation of reasonable adjustment and support if required. Your personal information will not otherwise be made available to any other person or organisation for any other purpose without your consent except where CSU may be legally required to do so. The provision of personal information in this form by you is voluntary but if this information is not provided, CSU may be unable to identify and implement reasonable adjustment and support at work placement organisations.

You have a right of access to, and correction of, your personal and health information in accordance with the Privacy Legislation. Please direct any enquiries you may have in relation to this matter to your Workplace Learning Coordinator. If you are unhappy with the way CSU has handled or failed to handle your personal information, you may apply to have the matter reviewed by lodging a complaint with the CSU Ombudsman.

Once completed, students must give this form to the Pre-clinical Officer. A copy must also be uploaded to the InPlace database.

3.11 Screenings and immunisations

In accordance with NSW Health guidelines for health care workers, students are required to maintain a written record of immunisations against the following infectious diseases:

- Hepatitis B
- Measles
- Rubella
- Tetanus
- Chicken pox (Varicella)
- Mumps
- Diphtheria
- Pertussis (Whooping cough)

Students will need to complete a **Vaccination Record Card** for Health Care Workers and Students which outlines the details of their immunisations. Students will need to show this card to the Pre-clinical Officer. A copy of this card can be found at:

http://www.csu.edu.au/_data/assets/pdf_file/0007/1183939/WPL002-FormE-NSWImmunisationCard.pdf

The policy for screening and vaccination can be found at:

http://www.health.nsw.gov.au/policies/pd/2011/pdf/PD2011_005.pdf

Tuberculosis Screening Tool – CSU Form A

Students will require TB screening if they were born in a country with a high incidence of TB, or have resided for a cumulative time of 3 months or longer in a country with a high incidence of TB as listed at:

<http://www.health.nsw.gov.au/Infectious/tuberculosis/Documents/countries-incidence.pdf>

To determine whether TB screening is required, students will need to complete *Form 2: Tuberculosis (TB) Screening Tool* which can be found within the document located at:

http://www.health.nsw.gov.au/immunisation/Documents/Occupational/student_kit.pdf

This form needs to be given to the Pre-Clinical Officer and a copy uploaded to the InPlace database.

Student Undertaking/Declaration – CSU Form B

The student undertaking is a contract between NSW Health and the student. By completing this form, students are agreeing to undertake the immunisation requirements and complete any outstanding Hepatitis B or TB requirements within the appropriate timeframes. If students fail to follow through with these requirements, NSW Health will not allow them to attend workplace learning which may jeopardise the student's course of study.

All students must complete each part of *Form 3: Student Undertaking/ Declaration Form* and return this form to the Pre-clinical Officer. A copy must also be uploaded to the InPlace database. The student undertaking form can be found within the document located at:

http://www.health.nsw.gov.au/immunisation/Documents/Occupational/student_kit.pdf

3.12 NSW Health compliance

When students have submitted all the required forms, immunisation records and police check to the Pre-clinical Officer, the information will then be submitted to NSW Health for approval. If a student's pre-clinical paperwork complies with NSW Health guidelines, they will then be deemed "compliant" by NSW Health which allows them to participate in workplace learning within NSW Health sites.

Please note: *Students will still need to keep the original copies of all their pre-clinical paperwork as if they go on workplace learning in another state, they will need to show this paperwork to those sites.*

3.13 Workplace learning in other States

There are different requirements in other states, please refer to the links below for more information about these requirements. The Workplace Learning Officers will also be able to provide students with more information about interstate workplace learning.

Victoria

Victorian Health sites only accept National Criminal Record Checks (NCRC) for a period of 12 months so students need to check the validity of their NCRC to determine whether they need to obtain another one. For other requirements, students need to refer to their discipline Workplace Learning Officer.

Australian Capital Territory

All students attending ACT Health sites need to complete the following:

- TB screening no more than 3 months prior to the start of workplace learning.
- Working with Vulnerable persons check – to apply, refer to the following website: http://eors.act.gov.au/act_ors/dbweb.asp?dbcgm=1&prprc=VOA
- Complete the Online Orientation (you will receive an email with your username and password 2 – 3 weeks prior to start of workplace learning)

For more information, please refer to:

<http://health.act.gov.au/professionals/nursing-and-midwifery/student-clinical-placements/>

Queensland

Students will need to obtain a Blue Card which is the QLD working with children check. This is free and is valid for three years and can be obtained at: www.bluecard.qld.gov.au

Complete the student orientation and student deed poll at:

<http://www.health.qld.gov.au/employment/clinical-placement/requirements/student-orientation/default.asp>

Western Australia

If students have worked or been a patient in a hospital outside of WA within 12 months prior to workplace learning they will be required to provide evidence that they have MRSA clearance.

Students will also need to read and comply with the WA Health Code of Conduct which is located at:

<http://www.health.wa.gov.au/circularsnew/attachments/666.pdf>

3.14 International workplace learning experiences

Students may have the opportunity to complete workplace learning in another country. For details of the requirements for these workplace learning experiences, please contact the discipline specific workplace learning officer or refer to the relevant Handbook.

3.15 More information about NSW Health requirements

For more information regarding NSW Health requirements and to view videos explaining the requirements, please refer to:

<http://www.heti.nsw.gov.au/verification>

Section 4: Supervisor information

The staff at the School of Community Health greatly values the workplace learning experiences provided for our students by practitioners. We consider the supervision provided by practitioners, and the practice opportunities they provide, as key to developing the professional knowledge, skills, attitudes and competencies of our students. Students look forward to their workplace learning experiences, and to learning from practitioners, enabling them to make the transition from student to new-graduate practitioner.

We are happy to provide student supervision support and advice to practitioners supervising our students, and value feedback from practitioners on developing this support and advice.

In recognition of Workplace Learning Supervisors' contribution to the development of CSU's students, the Division of Library Services is offering an honorary membership to the current principal supervisor or staff who play a significant role in being responsible for the supervision of CSU students on Workplace Learning.

Supervisors are offered access to the Library's physical collections through the Community Borrowing scheme for a period of six months. This scheme will entitle supervisors to borrow items in person from any CSU Campus Library situated in Albury-Wodonga, Bathurst, Dubbo, Orange, or Wagga Wagga.

For more information and to apply please go to:

<http://www.csu.edu.au/division/library/how-to/services-for/alumni-and-the-community/community>

Supervisors are also given the opportunity to complete the module EEL513 Workplace Learning Theory and practice which is offered as a distance subject. It is available free of charge to anyone that supervises CSU students on placement. This subject offers an introduction to the theories and practice of workplace learning. It acknowledges the central role of workplaces in shaping student learning and professional identity. For more information please refer to:

<http://www.csu.edu.au/handbook/subjects/EEL513.html>

4.1 Supervisor's roles and responsibilities

Workplace supervisors have dual responsibilities; firstly to their organisation and secondly to students they are supervising. Supervisors are primarily healthcare professionals and at all times remain responsible to their clients and upholding their professional codes of conduct. When undertaking student supervision in addition to their practice roles supervisors undertake educational roles including provision of competent role models, facilitation and management of students' learning, and empowerment of students to take control of and responsibility for their learning.

1. Ensure that confidentiality and equity and access for all students is maintained throughout all workplace learning processes;
2. Provide students with an environment that stimulates learning through constructive mutual feedback, active mutual questioning and debriefing;
3. Assess the student's level of performance and provide feedback to both the student and the university regarding the student's progress and final level of achievement.
4. Participate in professional development activities aimed at developing workplace learning skills;
5. Acknowledge workplace learning as a vital professional activity, as an investment in the profession and in future recruitment for the facility by dedicating time and effort to the student's learning;
6. Discuss any student related issues as they arise with the university workplace learning coordinator. Such issues may be regarding the administration of workplace learning at CSU or any other concerns;
7. Provide the student with the resources required to perform to the best of their abilities (i.e., orientation to the service and department, required readings, constructive feedback, discussion time, workplace experience/information);
8. Provide the university and the student with information regarding the facility, the service, accommodation provided, dress code and the services provided in order for students to prepare for their workplace learning;
9. Be responsible for those aspects of client care for which the students have not been prepared or are unable to perform; and
10. Provide the student with a workplace load commensurate with the student's level of knowledge and experience.

4.2 Confidentiality

The Privacy and Personal Information Protection Act 1998 (NSW), effective 1 July 2000, prevents the University from disclosing personal student information to any other person or organisation without their consent. In particular, The Privacy Act prevents the University from disclosing personal information outside of NSW unless privacy legislation applies in the State or country to which it is sent, or unless the student consents.

As students are required to complete one or more workplace learning experiences within and outside NSW, the University will provide the host organisation with personal information such as the student's name, email address, date of birth, phone number, whether they have undergone a police record check, have signed the required NSW Health forms, have undertaken first aid training and maintained an immunisation/screening history. These requirements are mandated by State Health Policy.

Students have the right to assume that the university will release only their identifying information to a supervisor. Charles Sturt University adheres to privacy legislation. This means that unless the student provides written consent, the university workplace learning coordinators and workplace learning officers cannot provide supervisors with any information relating to students, such as performance on previous workplace learning, academic performance, and general well-being.

During workplace learning, supervisors must maintain as confidential any information regarding the student's progress. This becomes particularly important when a student is experiencing any difficulty while undertaking workplace learning. Under no circumstances is a supervisor to discuss the student with other practitioners and colleagues, family or friends in a manner that will identify the student. The exception to this statement is that most therapists have a senior staff member who should confidentially advise and support them.

In the case where a student has failed workplace learning and requires a repeat workplace learning experience, the student is expected to complete a learning objectives form to address issues raised in the failed workplace learning. These learning objectives will be discussed with the CSU workplace learning co-ordinator and the repeat workplace learning supervisor. In this case it will be made known to the repeat workplace learning supervisor that the student failed a previous workplace learning experience, what the issues were, and the expectations for the repeat workplace learning.

4.3 Access and equity

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005, requires the University to take reasonable steps to enable students with a disability to participate in education and use facilities and services on the same basis as a student without a disability. One of these responsibilities is to arrange workplace learning that meets inherent requirements and provides the student with reasonable adjustment for disability

Disability: refers to a disorder, malfunction, illness or disease affecting physical, sensory, intellectual, learning, psychiatric or neurological functions. A disability may be temporary or permanent, total or partial, lifelong, acquired or imputed.

Reasonable adjustment: refers to the administrative, environmental or procedural alterations that are required to remove barriers for students with a disability so that they may access study on the same basis as students without a disability. An adjustment is considered reasonable if it takes into account the needs of the student with a disability and balances the interests of all parties affected.

The University will provide adequate resources to ensure that appropriate equipment and support services are available to students with a disability where reasonably possible. Reasonable adjustment is not to be provided if it sacrifices the safety or quality of care of clients.

In accordance with the Disability Standards for Education 2005 there is a requirement that reasonable adjustment for workplace learning will be implemented if it does not compromise the academic integrity of the subject or course:

In assessing whether an adjustment to the course.....is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature." (DSE section 3.4(3)).

Essential activity is an important concept in deciding whether adjustment is appropriate. All students are to be assessed as competent in activities that are essential to workplace learning. The factors to consider in determining if an activity is essential include:

- whether it is essential that the student performs that task;
- the number of other employees available to perform the task or among whom the performance of the task can be distributed; and
- the degree of expertise or skill required to perform the task.

If a task is considered to be essential to the role of the practitioner in your facility, then the student can be expected to perform it and be assessed on their competence. For more information please refer to:

<https://policy.csu.edu.au/view.current.php?id=00363>

4.4 Insurance

Prior to any workplace learning, a legal agreement must be in place between Charles Sturt University and the workplace learning site. This standing agreement is enacted when a Charles Sturt University allied health student attends workplace learning. It in no way binds the facility to have students from CSU in future sessions.

The Division of Finance is responsible for ensuring the provision of insurance for students of the University who undertake approved Workplace Learning with an external organisation or on-campus. Insurance coverage does not commence unless it is University approved.

Within Australia, coverage is provided under the following policies and applies whilst students are on approved Workplace Learning and whilst travelling directly to / from the place of such approved Workplace Learning:

- a. General and Products Liability Insurance;
- b. Professional Indemnity Insurance;
- c. Medical/Veterinary Malpractice Insurance; and
- d. Students Personal Accident Insurance.

Students, unless they are also employees of the University, are not covered by Workers' Compensation insurance and so will need to arrange their own Medicare and/or private health insurance to cover any medical and hospital expenses.

Outside Australia, students undertaking international Workplace Learning will only be covered under the University's General and Products Liability and Professional Indemnity insurances, which apply anywhere in the world, if their overseas Workplace Learning has been negotiated and approved by the workplace learning officer or other authorised personnel in accordance with clauses 39-40 of the Workplace Learning Policy (Interstate and International Placements). However, Students Personal Accident insurance is limited to Australia, so students travelling overseas are responsible for ensuring they have adequate travel and medical insurance. The University Travel Office can assist with travel insurance for travel that is arranged by or through them.

If a student wishes to undertake Workplace Learning, either within Australia or overseas, on their own initiative which is not Workplace Learning approved by the University, then the above insurances do not extend to include such activities. Similarly, if a student is either paid by the placement site or extends their Workplace Learning to undertake a project on behalf of the placement site which has not been approved as Workplace Learning by the University, neither of these circumstances is covered under the above insurances. If any of these apply, the placement site assumes responsibility for the student and would be expected to provide appropriate general and products liability, professional indemnity and personal accident/workers' compensation insurances under its own policies.

Data relevant to the University's insurance program is freely available under the Insurance section of the Division of Finance's website, i.e.

<http://www.csu.edu.au/division/finserv/insurance>

This includes a listing of the University's various policies, Certificates of Currency, a Work Experience letter and frequently asked questions.

4.4.1 Ambulance cover

The University's insurance program does not include Ambulance Cover. This is also not covered by Medicare. If a student requires an ambulance, they will be responsible for paying any fees associated with their treatment and/or transport, regardless of whether or not they requested the ambulance.

If students have private health insurance, this may already include Ambulance cover and the university suggests that they contact their health insurance provider to check. If students don't have private health insurance, some health funds will provide ambulance cover on its own at a very reasonable cost.

For more information about Ambulance fees, refer to the following link:

<http://www.ambulance.nsw.gov.au/Media/docs/100630fees-9355d307-c1bd-40c7-b3c5-7b3bcc5b739f-0.pdf>

4.5 Student safety whilst on workplace learning

The management of student safety in workplace learning is the responsibility of the University but also relies heavily on the risk management activities of the health site. Safety is a collaborative activity and to ensure the safety of students whilst on workplace learning, we suggest that students:

- receive a safety induction to the workplace;
- are advised of hazards in the workplace;
- are assessed on their preparedness to undertake hazardous activities;
- are provided with workplace specific training, if relevant, to manage safety;
- are instructed to not undertake any activities that they are not trained to perform;
- have access to protective equipment;
- are supported to observe and report on unsafe situations and any incidents that occur.

4.5.1 Violence (patients and clients)

In some facilities, there may be an increased risk of patient/client aggression. Good communication and interpersonal skills and familiarity with these issues should help to avoid most problems. However, if a student is confronted by a violent patient/client, they have been advised to remain calm, and quietly and carefully withdraw to seek assistance. When dealing with patients/clients with a history of violence, it is a requirement that students do not work alone.

4.6 Out of pattern workplace learning experiences

Out of pattern workplace learning usually occurs because of the following reasons:

- The student was prohibited from completing previous workplace learning due to a documented medical condition or other personal events.
- Circumstances outside of the control of the student such as cancelled workplace learning.

Normally students are expected to do the workplace learning in the following academic year when that particular workplace learning is offered, however sometimes this is not appropriate and results in an out of pattern workplace learning experience. All out of pattern workplace learning will be of full duration unless otherwise negotiated and approved by the workplace learning coordinator and course coordinator.

4.7 Assessing and assisting students with marginal performances

In the event that a supervisor feels that a student is not performing at a level in keeping with their education and experience, it is essential that this situation be managed in a clear and organised manner. At no point should either party feel that it is “just a personality clash” or that they are being unfairly discriminated against. No matter how well this situation is handled, the associated stress for all involved is inescapable. It is possible to minimise this by following the steps given below once the supervisor has identified that there is a significant problem and that the student is likely to be at risk of not meeting competencies for practice:

1. Contact the Workplace Learning Coordinator at CSU

It is essential that skills and behaviours are the focus in all discussions regarding a student’s performance. Personality and style differences cannot form the basis of ‘at risk’. While these differences can make for very real stress and difficulty, the focus must remain upon the competencies and behaviours that the workplace learning has been designed to develop. The Workplace Learning Co-ordinator will organise for the “At Risk Package” to be emailed to you. A copy of the “At Risk” Form can also be found in the discipline specific workplace learning handbook.

2. Document all interactions with the student

This should include the content and occurrence of supervision sessions, feedback received from others regarding the supervisor’s and student’s behaviour, and discussions held with other key players. While such documentation can seem excessively formal and tedious, it may prove very useful in future interactions.

- 3. The student must be made aware that they are at risk of not meeting competencies for practice, in writing, as soon as the risk becomes clear ideally before or at the midway point of the workplace learning.**

At this point, complete and fax or scan and email the “At Risk” form to the relevant Workplace Learning Officer. Contact details can be found in Section 6 of this manual. (Supervisors will find the form in the “At Risk Package” which would have been emailed after contact with the University. A copy of the “At Risk” form can also be found in the discipline specific workplace learning handbook)

The supervisor must complete an “At Risk” form, which must also be signed by the student, and then emailed to the appropriate Workplace Learning Officer at the University. Students should also be provided with clear and constructive feedback regarding the areas in which they are at risk of failing to achieve competency both in writing and verbally. In addition, goals for improved performance should be collaboratively developed with the student. A copy of the feedback and goals should be provided to the student, supervisor and workplace learning coordinator.

- 4. Maintain confidentiality of all aspects of the student’s risk of not meeting competencies**

It is essential to successful management of this situation that it not be discussed in the workplace or the larger community.

- 5. Retain all documentation regarding the workplace learning for 12 months after workplace learning has concluded.**

If the student chooses to appeal, the supervisor may be contacted regarding the outcome and process.

In some instances, it may be appropriate to relocate the student to another setting or terminate the workplace learning. CSU has clear guidelines about when such decisions may be appropriate, and the procedures which must be followed. The workplace learning coordinator will advise students and supervisors about these if and when they are appropriate.

In the event that a student has not reached competency at the conclusion of the workplace learning experience, the supervisor should include comments regarding recommendations for a repeat workplace learning experience, specific problem areas to be addressed and support needed, etc. This will help ensure that the issues the supervisor has identified will be addressed prior to or during the following workplace learning.

Students are expected to do the repeat workplace learning in the following academic year when that particular workplace learning is offered.

4.8 Helpful hints for supervisors

Pre-Workplace Learning Checklist

- Dates for workplace learning offered entered in diary/calendar.
- Prepare workplace for the arrival of the student (inform colleagues, allocate desk space, prepare induction package, etc).
- Provide the student and the university with information regarding the service, any pre-workplace learning readings, uniform requirements, immunisations, etc.
- Allocate time for weekly formal feedback and supervision sessions with the student.
- Read the university workplace learning manual

Orienting Student to Workplace Learning

- Provide induction and orientation to familiarise the student with the department and services
- As students can become overwhelmed with the amount of information provided during orientation, hard copies of key information such as timetable, staff names and contact details is often useful
- During orientation, discuss the student's goals and past experiences as well as the site's expectations for workplace learning.

Providing Feedback

- Receiving feedback can be stressful for students, therefore discuss with the student their preferred methods for receiving feedback (i.e. privately, in front of others, immediately, at a later time agreed upon, in a written or verbal format).
- Feedback should facilitate the student's development of professional practice capabilities and therefore should be constructive. Students value strategies for improvement alongside critique of their performances. Balancing positive and negative feedback allows students to remain confident and facilitates their ability to improve future performances.
- Most students value feedback provided in private and in a timely manner.

The final assessment should have no surprises for the student. All of the observations should have been discussed previously.

Section 5: Policies and Procedures

While it is desirable to maximise student learning on the workplace learning experience it is important to remember that the health, safety and general well-being of the client remains at all times the primary goal. This is not to say that the educational needs of students and health needs of clients cannot, in most circumstance, be met simultaneously.

Both the supervisor and the university workplace learning coordinator have a legal responsibility to be aware of the current Acts that govern their behaviour in relation to students. Both parties are responsible to uphold the student's right of confidentiality, access and equity. National Physiotherapy, Podiatry and Occupational Therapy Acts require students to be registered with the board; this will require mandatory notification of any professional misconduct.

For information on discipline specific policies and procedures please refer to the discipline specific workplace learning manual.

5.1 Illness on workplace learning or need to miss time due to extenuating circumstances

In the event that students need to miss time from workplace learning due to illness or extenuating circumstances they should contact their supervisor and notify the University workplace learning officer. Where greater than one day absence is required due to illness students are required to submit a medical certificate to the University Workplace Learning Officer at the earliest practicable opportunity.

Extenuating circumstances other than illness that will be considered grounds for time off from workplace learning are based on the university regulations for special consideration and include:

- Family/personal reasons – including death or severe medical or personal problems
- Sporting or cultural commitments where the student has been selected to participate in a state, national or international sporting or cultural event
- Military commitments
- Legal commitments e.g. jury duty or subpoenaed to attend court
- Supervisor needs

Please refer to section 5.2 for information on special consideration.

5.2 Special consideration

If workplace learning is seriously disrupted by illness or misadventure, students may apply for special consideration to have their circumstances taken into account when their work is assessed. The circumstances must have been beyond their control and impeded their capacity to study effectively or to meet subject requirements.

Misadventure or extenuating circumstances can include:

- **medical reasons;**
- **family/personal reasons** - including death or severe medical or personal problems,
- **employment related reasons** – such as a substantial change to routine employment arrangements or status
- **administrative problems** - such as the late receipt of teaching materials, enrolment errors or delays;
- **sporting or cultural commitments** - where a student has been selected to participate in a state, national or international sporting or cultural event;
- **military commitments** - where a student is a member of the armed forces involved in a compulsory exercise;
- **legal commitments** - where a student is called for jury duty or is subpoenaed to attend a court, tribunal, etc; or
- other events that pose a major obstacle to the student proceeding satisfactorily with his or her studies.

The following circumstances would **not** be considered misadventure:

- routine demands of employment;
- difficulties adjusting to University life, to the self-discipline needed to study effectively, and to the demands of academic work;
- stress or anxiety normally associated with examinations, required assessment tasks or any aspect of course work;
- routine need for financial support;
- lack of knowledge of requirements of academic work.
- demands of sport, clubs, and social or extra-curricular activity (other than selection for state, national or international sporting or cultural events);
- difficulties with the English language during examinations

For guidelines and more information us on how to apply for special consideration please refer to:

<http://student.csu.edu.au/study/academic-advice/special-consideration>

5.3 Management of infectious diseases

Policy on infection control and vaccinations for students undertaking workplace learning:

1. Infection Control Procedures

Students must adhere to the Infection Control Policy of the health site in which they are working. In their first year students must complete an online training session on infection control. Students must also attend a practical session which will be covered in one of their BMS (Biomedical Science) subjects in first year. Attendance at these sessions will be recorded.

2. Students with a pre-existing or newly acquired infectious disease

Screening for the presence of infectious diseases will not be undertaken in order to exclude students from participation in a course of study. It is the responsibility of students to exercise their duty of care and undertake appropriate infectious control procedures if they are aware of the presence of an infectious disease. Students are not obliged to inform the University of the presence of an infectious disease.

Counselling services will be made available to students who either have, or develop, an illness during the course.

3. Pre-clinical vaccination for diseases other than tuberculosis

In accordance with the NSW Department of Health guidelines (PD2011_005 – Occupational Assessment Screening & Vaccination), CSU advises students of the need to be adequately vaccinated against infectious diseases that are preventable by vaccine and might be encountered in their occupational situation. Students are required to maintain an accurate immunisation history and to produce a record of this history if required by the health care facility. It is the responsibility of the student to maintain their Record of Immunisation and obtain any relevant vaccinations from a medical practitioner. Students will be required to meet the cost of these vaccinations. Please see section 3.11 for more information on the types of screenings and immunisations required.

5.3.1 Contaminated sharps injury protocol

Sharps - Objects or devices having sharp points or protuberances or cutting edges, capable of cutting or piercing the skin (such as needles, syringes with needles or surgical instruments and blades).

Contamination of an individual usually occurs when a sharp that has been contaminated with a pathogenic (disease causing) organism punctures the skin. A variety of bacterial, fungal and viral diseases can be transmitted in this way, and in the case of other substances, e.g. pharmaceuticals, the sharps potentially may transfer these substances into the person. It is the potential of the injury and the disease to cause harm that requires the handling of sharps to be strictly managed.

The following is the protocol for sharps injury management:

1. Any accident or incident involving sharps or sharps waste must be reported immediately to the workplace learning supervisor.

2. Any injury sustained from a sharp that is suspected of containing a human blood / body fluid and /or an infectious agent should apply appropriate first aid. Immediately wash the area with soap and water and proceed to the nearest hospital so that remedial action can be taken if required.
3. Lodge an online **CSU Accident/Incident Report** – see section 5.4. The incident also needs to be reported to the CSU Workplace Learning Co-ordinator.
4. Students must cover the costs through Medicare or private health insurance. Students may be entitled to claim out of pocket expenses through the student insurance scheme.
5. Counselling is available through student services should the student require advice and support.

For more information regarding sharps injury management, please refer to:

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

5.4 Reporting of accidents, incidents and near-misses

Mandatory reporting of all incidents and accidents, and potential incidents/ accidents is an essential component of occupational health and safety. Local documentation needs to be completed with respect to any incident involving a student. It is also necessary to complete the online Charles Sturt University Incident Report. (Please refer to procedure in section 5.4.2). An incident includes but is not limited to a patient slipping or falling, the student fainting or falling, exposure to blood or other body fluids including needle stick injury, or physical injury to a student.

If an accident, incident or near miss occurs, students and supervisors should first manage the situation as appropriate. As soon as possible after this, the student or supervisor should complete the CSU Incident Online Report and contact the University Workplace Learning Coordinator or another staff member at CSU.

It is noted that most organisations also have incident reporting procedures. Therefore, students are advised that those procedures must also be followed. Should it become necessary to report an accident, incident or near miss, students are required to talk to their supervisor immediately, as well as to the University Workplace Learning Coordinator or another staff member at CSU.

Please note: Students will need to complete a site incident report form in addition to the online CSU Incident Report.

5.4.1 Critical incidents

The CSU Critical Incident Response committee has issued information on correct procedures when responding to a critical incident. *(A critical incident is a traumatic event which is likely to cause extreme physical and/or emotional distress involving the campus, its staff and/or students and can include any fatality, a serious traffic accident, murder or suicide, physical or sexual assault, fire, explosion or bomb threat, a hold up or attempted robbery, serious threats of violence, and storms or natural disasters)*

If students are on workplace learning and they are involved in a critical incident, in the first instance notify Emergency Services (dial 000). Once 000 has been called, contact Charles Sturt University security on 02 6051 9888 and ask to be put in contact with the Head of School of Community Health.

5.4.2 Procedure for reporting incidents/accidents

Step 1: Notify the School of Community Health

Contact details for staff members are listed at the back of this book

Step 2: Click on the following link to the CSU Division of Human Resources Incident Reporting Page

<http://www.csu.edu.au/division/hr/health-safety-wellbeing/accidents-incidents>

Step 3: Click on the link called “*Guide to Reporting an Incident*”

Read the guide before proceeding to complete the form

Step 4: Click on the *Report Incidents Here* box to complete the Incident Report

Please note: All boxes marked with a red * must be completed.

The following should be selected from the drop down boxes:

<i>Relationship with University*</i>	Student
<i>Faculty/Division*</i>	Faculty of Science
<i>School/Unit*</i>	School of Community Health
<i>Campus/Site*</i>	Thurgoona
<i>Location*</i>	Building 0673 Gordon Beavan Building
<i>Further Location Details</i>	This is where you put the details of the placement site, e.g., Barwon Health; Inspiro Community Health etc.

After you have completed all the steps of the form, you will then need to enter the supervisor name in the section called *Supervisor First Name & Last Name*. In this area you need to write the name of your **CSU Supervisor** (the person from CSU who is supporting you whilst on placement) **NOT** the name of the placement supervisor.

Please note: Before you can click on *Add Injured Person or Witness* you must have filled in all the required fields or the link will not work.

Step 5: Submit the Form

If you require any assistance in filling out the form please email ohs@csu.edu.au

5.5 Harassment

The University has a duty of care in relation to the health and safety of its staff and students. Harassment that occurs within Charles Sturt University or is related to University activities is of concern as it can create an intimidating, hostile, offensive or distressing work or study environment and impact on the health and well-being of staff and students. Harassment may adversely affect the work or academic performance of staff and students and their ability to access opportunities and benefits relating to employment or education. It can also damage the integrity and standing of the University. In addition, some forms of harassment are unlawful.

Harassment refers to unwelcome behaviour that:

- (a) makes a person feel offended belittled, intimidated, or apprehensive; and that
- (b) a reasonable person, taking into account all the circumstances, would expect to cause offence, intimidation or apprehension.

In the context of the workplace, harassment is behaviour that is unnecessary to the performance of professional duties and that interferes with a person's right to work or study in a non-threatening environment.

Harassment may take verbal, written, physical or other non-verbal forms. It can encompass behaviour that is offensive or harmful, from demeaning personal comments to bullying which, if not managed, can lead to acts of aggression or physical violence.

Harassment is usually a pattern of behaviour. However, one incident may be enough to support a finding of harassment if it is sufficiently offensive or serious in its ramifications.

Bullying is another form of harassment. Bullying is generally characterised by a misuse of relative and/or assumed power. It is often, but not always, deliberate and it usually encompasses more than one act.

Bullying can be identified by repeated, persistent, aggressive behaviours that may escalate in severity over time, or a pattern of behaviour that causes disadvantage and/or distress.

Bullying should not be confused with the legitimate exercise of managerial, supervisory or teaching authority. It is not bullying or harassment for:

- (a) a supervisor, within the framework of University policies and procedures, to counsel an employee on their performance or institute proceedings for unsatisfactory performance, misconduct or dismissal or deal with complaints from others;
- (b) supervisors or students to express differences of opinion or difficulties they have with another member of the campus community, provided that it is done in an appropriate manner.

Vilification is where the content ridicules or incites hatred or contempt for a person's race, homosexuality, HIV/AIDS status or transgender status.

Differences of opinion, conflicts and problems in work/study relationships are part of campus life and do not in themselves constitute bullying or harassment.

Supervisors or students who believe they are being harassed or bullied should not ignore the problem. In the first instance, if they feel safe to do so, it may be sufficient to make it clear to the other person that their behaviour is unwelcome, offensive or distressing. If the supervisor or student does not feel comfortable with this approach or if it is not effective, the options available for resolving complaints of harassment include:

- (a) advising the appropriate line manager or, in the case of students, the Head of School;
- (b) taking the matter up with another appropriate manager within the University, eg. Manager, Diversity & Equity or another senior HR staff member;
- (c) contacting Student Services Office or an employee representative of their choice for advice, support or assistance (if a member of the University community);
- (d) submitting a written complaint to the University Ombudsman;
- (e) seeking advice from the NSW Anti-Discrimination Board or Australian Human Rights Commission; or
- (f) in the case of assault or injury, contacting the Police.

Any difficulty in defining what constitutes harassment or bullying should not deter a person from seeking assistance to address behaviour that causes them distress, nor should they be deterred by embarrassment, intimidation or fear of publicity. The sensitivity of harassment complaints and the need for confidentiality will be respected.

For more information and for the guidelines which outline behaviours that constitute sexual, racial, and other forms of harassment covered by legislation, including bullying, and the options for resolving complaints, please refer to:

<https://policy.csu.edu.au/view.current.php?id=00225>

5.6 Prevention of a student from commencing workplace learning

A student may be refused permission to undertake workplace learning by an officer authorised by the Executive Dean of the Faculty when they fail to meet pre-placement requirements to an acceptable standard and where failure to meet the requirements is a risk to students and the public. This arises when the student:

- a. has failed prerequisite assessment items and/or subjects;
- b. has failed prerequisite workplace learning;
- c. may not have maintained currency of clinical/professional practice skills and knowledge;
- d. has failed to successfully complete necessary pre-placement preparation e.g., immunisations, police checks, or a first aid course;
- e. does not meet the requirements for success fully completing workplace learning as set out in the relevant course and/or subject documentation and any individual requirements that may be specified by the University pertaining to the placement; and
- f. has been identified as posing a risk to people in the workplace learning setting by spreading blood borne viruses or other infectious diseases.

For more information, please refer to the Academic Progress policy at:

<https://policy.csu.edu.au/view.current.php?id=00250#min15>

5.7 Discontinuation of workplace learning at any time

Where the continuation of workplace learning is deemed to place any person or the good reputation of the University at risk of significant harm, an officer authorised by the Executive Dean of the Faculty may fail the student immediately, notwithstanding any other provision of the clauses on workplace learning. If failure is invoked by an officer authorised by the Executive Dean of Faculty prior to the end of the placement, the student shall not complete the remainder of the workplace learning program.

A student will not normally be withdrawn from compulsory workplace learning on the grounds of failure to meet expected standards of professional performance/competency unless there is an identified risk to clients or the workplace and/or substantial efforts at remediation have not resulted in the deficiencies being addressed.

A student, who is failing to meet the required professional standards of competency and/or conduct in the workplace learning components of their course, shall be notified in writing by the Faculty as soon as possible that they are at risk of failing the placement, the subject and being excluded from the course. The Faculty shall also advise the student to consult his or her supervisor and university liaison officer.

For more information, please refer to the Academic Progress Policy at:

<https://policy.csu.edu.au/view.current.php?id=00250>

5.8 Exclusion following failure of workplace learning

Should a student fail a workplace learning component of his or her course, he or she shall either repeat this component of the course, the associated subject or, in exceptional circumstances, be excluded, as determined by an officer authorised by the Executive Dean of the Faculty.

Students appealing against exclusion for failure of workplace learning shall be permitted to re-enrol in the subject whilst the appeal is being heard, although the appellant shall not attempt the workplace learning component until the appeal determination is resolved, with the relevant staff member responsible for administering the subject to be informed of these students by the Faculty Office.

For more information, please refer to the Academic Progress Policy at:

<https://policy.csu.edu.au/view.current.php?id=00250>

5.9 Student general misconduct rule

This Rule applies to misconduct by students of Charles Sturt University while they are on any of the campuses of the University, and/or involved in any University activity where such conduct is not covered by the University's Academic Misconduct Rule.

"Misconduct" can be defined as:

- conduct which unreasonably impairs the rights of other persons to pursue their work, studies or researches, or to participate in the life of the University or its residences, or which unreasonably interferes with the due processes of the University or which causes damage to property;
- behaviour which injures other persons or which by its nature unreasonably endangers the safety of other persons;

- wilfully or negligently destroying, damaging, losing or removing or otherwise interfering with either any property of the University or any property on a facility of the University;
- breaching the copyright or moral rights of a third party, including use of University facilities, services or amenities;
- failing to comply with any lawful order or direction of an employee of the University or of a person acting under the authority of the University;
- failing to comply with any rule, order or direction made in pursuance of the Charles Sturt University Act, 1989 or any by-laws, rules and regulations made under it;
- failing to comply with a notice duly served to give evidence to a General Misconduct Panel or a General Misconduct Appeals Committee constituted as per this Rule;
- conduct upon a facility of the University, or while taking part in an official activity of the University, which is prejudicial to the good order and government of the University.

5.9.1 Suspension from a facility

Where the person in charge of a facility is of the opinion that:

- the behaviour of a student in that facility amounts to misconduct; or
- there is an imminent threat of misconduct by a student in that facility.

The person in charge of that facility may, for the purpose of halting or preventing the misconduct, suspend the student from the use of or entry to that facility or part of that facility for a period of up to two weeks.

Please refer to the policy for more information about this procedure or for clarification on what constitutes “misconduct”. The policy is located at:

<https://policy.csu.edu.au/view.current.php?id=00237>

5.10 Right of appeal

Students retain the right of appeal on all failing grades received within an academic program in order to protect them against discrimination. This appeal process involves faculty of the university staff who are not directly involved in the workplace learning process in order to ensure objectivity. To minimise the risk of a credible failing grade being overturned, it is essential that **all** of the activities outlined above do occur and that complete and accurate documentation is maintained.

Please Note: As workplace learning is an assessment item, it is treated as such and comes under the “Faculty Assessment Guidelines” located in the Academic Manual.

<https://policy.csu.edu.au/view.current.php?id=00301>

Section 6: Useful links and contact details

Speech Pathology Australia - www.speechpathologyaustralia.org.au/

Australian Physiotherapy Association - www.physiotherapy.asn.au/

Occupational Therapy Australia Limited - www.otaus.com.au/

Podiatry Board of Australia - <http://www.podiatryboard.gov.au/>

Australian Health Practitioner Regulation Agency - www.ahpra.gov.au

6.1 Code of ethics

Speech Pathology:

<http://www.speechpathologyaustralia.org.au/library/Ethics/CodeofEthics.pdf>

Podiatry:

<http://www.podiatryboard.gov.au/Policies-Codes-Guidelines/Code-of-conduct.aspx>

Occupational Therapy:

<http://www.otaus.com.au/sitebuilder/about/knowledge/asset/files/1/codeofethics.pdf>

Physiotherapy:

www.physiotherapyboard.gov.au/Codes-Guidelines.aspx

6.2 Contact details for workplace learning officers

Discipline	Email
<i>Podiatry</i>	podprac@csu.edu.au
<i>Speech Language Therapy</i>	spprac@csu.edu.au
<i>Speech Masters</i>	spdegems@csu.edu.au
<i>Physiotherapy</i>	ptprac@csu.edu.au
<i>Occupational Therapy</i>	otprac@csu.edu.au
<i>Health and Rehabilitation Science</i>	podprac@csu.edu.au
<i>Pre-clinical Officer</i>	schpreclinical@csu.edu.au

Section 7: Glossary

Workplace Learning Co-ordinator – responsible for discipline specific workplace learning matters such as days off, student misconduct, clarification of performance standards

Workplace Learning Officer – responsible for administration of workplace learning

Supervisor – also known as Practice Educator, Clinical Educator, Workplace Learning Educator

Subject Co-ordinator – responsible for the academic nature of workplace learning

Workplace Learning – also known as fieldwork or placement and can incorporate a number of settings for example, clinical, schools, private practice, project etc.