



Charles Sturt
University

Third and Fourth year Occupational Therapy Work Integrated Learning Manual- 2026

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How to Contact Work Integrated Learning Staff



Questions or concerns with respect to Work Integrated Learning (WIL) (Placements) may be directed to the following staff.

- **If the issue concerns** student performance or the academic nature of the placement, please contact the **Work Integrated Learning**.
- **If the issue concerns** the administration of placements, please contact the **Work Integrated Learning**.

Name	Position	Phone / Email
Catherine Mayhew (M-Thu)	Work Integrated Learning Coordinator (Albury Campus)	Phone: 02 6051 9042 Email: SAHESS-OT-WPL@csu.edu.au
	Work Integrated Learning Coordinator (Port Macquarie Campus)	Email: SAHESS-OT-WPL@csu.edu.au
Kylie King (Mon-Fri)	Work Integrated Learning Officer (Albury Campus)	Email: FOSH-WPL@csu.edu.au
Trina Phuah (Mon-Fri)	Head of Discipline (Albury Campus)	Phone 02 6051 9256 Email: tphuah@csu.edu.au
After Hours Emergency	Security Albury Campus Ask to be put through to the Head of School of Allied Health, Exercise and Sports Sciences	Phone: 1800 931 633
Student Crisis Line		Phone: 1300 572 516

Mailing Address: Charles Sturt University
Faculty of Science and Health – Occupational Therapy
PO Box 789
ALBURY NSW 2640

Other Communication Methods

- [Faculty of Science and Health Website](#)
Charles Sturt University Brightspace <https://learn.csu.edu.au/d2l/home>

Students are required to establish and maintain email and phone communication with the WPL Team during sessions and in session breaks. It is the student's responsibility to regularly check emails and phone.

2026 Bachelor of Occupational Therapy Placement Calendar

CHARLES STURT UNIVERSITY SCHOOL OF ALLIED HEALTH, EXERCISE AND SPORTS SCIENCES Bachelor of Occupational Therapy 2026 Placement Calendar				
Week	Week	First Year	Third Year	Fourth Year
Commencing 05 Jan				
12 Jan				
19 Jan				
26 Jan		Australia Day 26 Jan		
02 Feb				
09 Feb				
16 Feb				4th Year Placement Block 1 (8 Weeks) 16-Feb-10 Apr
23 Feb				
02 Mar				
09 Mar		VIC Labour day 09 March		
16 Mar				
23 Mar				
30 Mar		Good Friday 03 April		
06 Apr		Easter Monday 06 April		
13 Apr				
20 Apr		ANZAC Day 25 April		
27 Apr				4th Year Placement Block 2 (8 Weeks) 27-Apr-19 Jun
04 May				
11 May				
18 May				
25 May				
01 Jun				
08 Jun		Kings Birthday 08 June		
15 Jun				
22 Jun				
29 Jun				

06 Jul				
13 Jul			3rd Year placement Block 1 (7 weeks): 13 July – 28 Aug 2026	
20 Jul				
27 Jul				
03 Aug				
10 Aug				
17 Aug				
24 Aug		1st Year Placement Block 1: 24 Aug -04 Sept		
31 Aug				
07 Sept				
14 Sept			3rd Year Placement Block 2: 14 Sep-30 Oct 2026 (7 weeks)	
21 Sept				
28 Sept				
05 Oct		NSW Labour Day 05 Oct		
12 Oct				
19 Oct				
26 Oct				
02 Nov		VIC Melbourne Cup 03 Nov		
09 Nov		1st Year placement Block 2: 02 Nov-13 Nov		
16 Nov				
23 Nov				
30 Nov				
07 Dec				
114 Dec				
21 Dec				
28 Dec				

Introduction

This Work Integrated Learning manual provides important information for students and supervisors for 3rd year and 4th year workplace learning. Work Integrated Learning is the preferred Charles Sturt University term for placement, fieldwork, or workplace learning.

This work integrated learning manual contains information on the processes of assessment, the requirements for successful completion of workplace learning experiences and procedures for at risk students.

Third year students are required to read this manual and the subject outlines for OCC320/321 or for Honours students, OCC330 and 331.

Fourth year students are required to read this manual and the subject outlines for OCC420/421 or for Honours students, OCC430 and OCC431.

About the Bachelor of Occupational Therapy Course

Background

The Bachelor of Occupational Therapy was founded at the Charles Sturt Albury-Wodonga campus in 1994 with the first year of graduates finishing their studies in 1997. When introduced, the course was the only degree in occupational therapy available in Australia outside a metropolitan area. The course has an emphasis on rural health and community development that is incorporated in both the curricula and the practice program. In 2018 the program was also introduced at the Port Macquarie Campus.

The Occupational Therapy Program is a part of the School of Allied Health, Exercise and Sports Sciences that also offers programs in physiotherapy, podiatry, speech pathology, exercise and sports sciences. The occupational therapy program has a yearly intake of up to 100 students across both campuses.

The occupational therapy curriculum has been developed and continues to evolve following extensive consultation with current and past students, work integrated learning supervisors (clinical educators), practitioners, accreditation bodies and other relevant stakeholders.

Aims of the Occupational Therapy Program

Charles Sturt's approach to education reflects the University's ethos embodied in the Wiradjuri phrase *yindyamarra winhanganha* which means the wisdom of respectfully knowing how to live well in a world worth living in. To this end, the key aims of the occupational therapy program are as follows:

Aim 1: Professionalism

Charles Sturt occupational therapy graduates will work ethically, safely, lawfully and effectively to enable the health and well-being of people through occupation, and through consideration of people and their environments.

Aim 2: Knowledge and Learning

Charles Sturt occupational therapy graduates will have professional skills, knowledge and behaviours informed by relevant and contemporary theory, practice and evidence. Graduates will demonstrate a commitment to lifelong learning, personal and professional development.

Aim 3: Occupational therapy processes and practices

Charles Sturt occupational therapy graduates will be occupation-focused, person-centred and strengths based in their professional practice with individuals, groups, communities and populations.

Aim 4: Communication and collaboration

Charles Sturt occupational therapy graduates will practice collaboratively with appropriate and respectful communication to maximise the occupational engagement of people.

Aim 5: Respectful engagement and practice

Charles Sturt occupational therapy graduates will practice ethically and sustainably in ways that demonstrate the knowledge, skills and attitudes to meaningfully and respectfully engage with a diverse range of individuals, groups, communities and populations.

Charles Sturt Occupational Therapy Graduate Learning Outcomes

The following Graduate Learning Outcomes (GLOs) are specific to Workplace Learning.

Professional Practice: Possess the knowledge and understanding of the discipline and the nature of professionalism required to the given profession or discipline in contemporary societies.

By application of the following:

- Exercise professionalism, initiative and judgement in decision making, actions and evaluation in professional practice at the level of a beginning practitioner.
- Practise effectively as an emerging professional through teamwork, collegial practice, conflict management and the adoption of appropriate professional conventions.
- Understand and appropriately respond to professional, ethical, cultural and personal boundaries at work.
- Use reflection, self-evaluation and self-improvement to demonstrate commitment, and ability to undertake life-long learning judgement.
- Pursue quality conduct in professional practice, research and scholarship in consideration of practice ethics and standards.

Work Integrated Learning Outcomes

Through the integrated curriculum, each of the four years of the Bachelor of Occupational Therapy course has a particular emphasis, which is reflected in subjects and accompanying work integrated learning experiences.

Year 1 Introduction to occupation and occupational therapy practice. Development of appropriate communication skills that may be used with a broad range of people, including clients, families, carers of clients and other health professionals. Demonstration of professional behaviour and communication skills in a practice setting.

Year 2 A focus on occupational reasoning, assessment and intervention that enables individuals to engage in personally meaningful life occupations, informed by theory, evidence and current best-practice. Completion of a week-long immersive practice experience (simulation) that demonstrates competence in professional behaviour, self-management, co-worker communication and professional communication skills.

Year 3 Focus on professional reasoning, evidence-based practice and use of enabling strategies to promote engagement in occupation for individuals, groups, communities and populations. Further development of ability to write professionally and verbally communicate about the occupational therapy process. Work integrated learning focuses on planning and conducting formal and informal assessments of clients with supervision; designing and implementing appropriate and well-reasoned enabling strategies and/or occupation-focussed projects and achievement of a satisfactory rating for all competencies required for workplace learning.

Year 4 Focus on diversity of practice, resilience and management of professional issues that may impact on practice. Detailed outcomes are provided in the following section.

Focus of Third year Work Integrated Learning

During third year, students will complete two placement subjects (OCC320 and OCC321), each involving usually seven-week supervised occupational therapy work integrated learning experience (Each work integrated learning experience provides students with 240 hours of placement).

For those students completing OCC330 and OCC331, usually a six-week supervised occupational therapy work integrated learning (each experience provides students with 200 hours of placement)

Work integrated learning experiences provide students with the opportunity to manage their own caseload and to practise and consolidate their assessment, intervention, and evaluation skills. Students will also develop and consolidate critical evaluation and reflective workplace learning skills. In general, this placement learning focuses on working with individuals and communities that, experience occupational dysfunction.

AIMS:

Upon successful completion of each placement experience, each student will be able to:

- Discuss the complexities of occupational therapy practice
- Demonstrate competent verbal and written communication
- Demonstrate appropriate professional behaviours
- Plan and conduct formal and informal assessments of clients (with supervision)
- Design and implement appropriate and well-reasoned enabling strategies and/or occupation-focused projects.
- Evaluate the effectiveness of the implemented strategies and projects
- Achieve a satisfactory rating for all competencies listed on the fieldwork assessment evaluation form

Focus of Fourth Year Work Integrated Learning

During fourth year, students will complete two eight-week placement learning subjects (OCC420 and OCC421) (Usually these eight-week experience provides students with 270 hours on placement). These experiences provide students with the opportunity to begin to continue to develop their practical occupational therapy skills to the level required of a new graduate.

For those students completing OCC430 and OCC431, usually a seven-week supervised occupational therapy placement experience (each experience provides students with 230 hours of placement).

AIMS:

On successful completion of the fourth-year placement subjects, each student should be able to:

- Critique the complexities of occupational therapy practice.
- Be able to demonstrate competent verbal and written communication strategies when engaging with people, including clients and other health professionals.
- Be able to demonstrate competence in behaviours essential to being a professional.
- Be able to manage a case load expected of an entry-level occupational therapist as relevant to the placement setting with minimal supervision.
- Be able to implement well-reasoned and appropriate enabling strategies.
- Be able to evaluate the effectiveness of the enabling strategies implemented for clients.

- Be able to achieve a satisfactory rating for all competencies listed on the fieldwork assessment evaluation form.
- Be able to critique the provision of occupational therapy services and suggest potential ways to develop practice.
- Be able to identify personal goals and learning needs in relation to professional practice.

Special Consideration

Pre-Placement

If you require special consideration for your placement location (i.e.- stay locally), you are required to apply for special consideration prior to the allocation process.

For more information about special consideration please refer to the [Charles Sturt website](#)

During/After Placement

If work integrated learning is disrupted by serious illness or misadventure, students may apply for special consideration to have their circumstances considered regarding their placement. The circumstances must have been beyond their control and impeded their capacity to complete workplace learning effectively or to meet subject requirements. If a placement is ceased due to illness or misadventure, the student is still required to complete another placement of the same duration at a later date.

Students with Additional Support Requirements

Charles Sturt is obligated under the Disability Discrimination Act to provide fair and equitable access to its courses. Students with impairments are not obliged to declare this unless they wish to have **reasonable adjustments** provided by either the university or the workplace learning site. Students in this case should refer to the [Workplace Learning for Students with a Disability Policy \(Planning Guidelines\)](#).

Students who require additional support must register with Charles Sturt University Accessibility & Inclusion Support Team to develop a Workplace Learning Access Plan. Plans should be completed by session 1 census date for 1st and 3rd year students and prior to the end of session 2 year prior to placement for 4th year students). This allows the WPL team to allocate appropriate placements that meet student needs.

Reasonable adjustment is designed to achieve equity and may include:

- physical access (temporary ramps or working heights modified).
- communication augmentation (i.e. note-taker, signing interpreter).
- rest breaks during the day.
- reduced working hours (i.e. part-time placement).
- more time to complete assigned tasks.
- learning adaptive techniques for tasks specific to demands of workplace learning.
- physical assistance with activities; and
- time off to attend counselling sessions to manage emotional issues.

These adjustments cannot be provided if it impacts a student's ability to meet the inherent requirements of the course.

You can declare any additional needs using the [Workplace Learning Health and Safety Disclosure Form](#). We encourage completion yearly.

If a student is undertaking placement whilst pregnant, a fitness to practice certificate needs to be completed by their doctor or midwife. This certificate needs to specify what stage of their pregnancy the student will need to cease placement and identify any restrictions. This will be shared with the practice educator to ensure safety of the student who is pregnant whilst on placement.

Students must be familiar with the inherent requirements of the Occupational Therapy Course



Student Confidentiality

Students have the right to assume the university will release **only** their identifying information to a workplace learning supervisor. Charles Sturt University adheres to privacy legislation. This means that unless the student provides written consent, the Workplace Learning Coordinator **cannot** forewarn a supervisor about a student's specific needs or likely behaviour prior to or during work integrated learning.

If a student has additional needs or personal circumstances which are likely to impact on his/her performance on placement, the work integrated learning team may request written consent to share the work integrated learning access plan/details of personal circumstances to share with potential placement sites to enable most suitable allocation.

It is the student's responsibility to approach their OT Work Integrated Learning Coordinator about their WIL plan or medical condition prior to placement.



This ensures adjustments can be negotiated with potential placement sites.

Pre-Placement Requirements

Compliance

Prior to attending work integrated learning students are required to provide evidence that they have met all requirements.

The minimum compliance requirements are as listed below:

- NSW Health requirements
- Charles Sturt University Requirements

Deadline for compliance is by census date (Session 1) for 1st and 3rd year students. For 4th year students the deadline is end of November session 2 of the year prior to placement Block 1.

Placement cannot be allocated if this deadline is not met. If you cannot be allocated for placement by the deadline you will fail the subject. If students wish to avoid subject related financial penalty, withdrawal must occur prior to census date.



Compliance is MANDATORY

Students will not be allocated a placement if they have not met compliance.

If students do not meet compliance by the above dates listed, they will not be allocated a placement for the year. Students will be referred to Head of Discipline OT and be at risk of failing the placement subject.



It is the student's responsibility to ensure all compliance is up to date. Placement cannot be allocated under any circumstances if this is not achieved.

Allocation and Organisation of Workplace Learning

Placements are sourced and confirmed by the University OT Workplace Team.



Students, family members, friends and any other person not affiliated with the Work Integrated Learning Team, are NOT permitted to source their own placements. Any student that is found to attempt to source their own placements will be referred to the Head of Discipline (OT). Students who contact placement sites will NOT be allocated to this site under any circumstances.

Students must also declare and conflict of interest that may exist to the Work Integrated Learning Team prior to allocations. Conflict of interest may include sites that students have been employed at or have attended as a client (or have family members who have). The WIL Team will consider and make the final decisions if the site is suitable in this case.



Placement locations are an allocation and NOT an offer. Once sites are allocated, they are nonnegotiable.

If students require alteration to an allocation, a special consideration application must be submitted to the WILTeam.

Students are provided with the opportunity to inform the WILTeam of accommodation availability for placement locations. This can be done via *InPlace*, under their name and verification records. The WIL Team will consider available accommodation there is no guarantee placement will be allocated to this location.

It is expected students will travel for placement and be required to stay away from home for most workplace learning experiences.

Placement Nomination	PLACEMENT NOMINATION
Student Accommodation Available	
Accommodation	
Accommodation	
Accommodation	
Accommodation	
Additional comments	

Screen shot from InPlace showing where students may lodge nominations and provide additional information.

Scholarships and Grants

Scholarships and grants are available to assist with the costs of accommodation, travel and meals. Please refer to the [Faculty of Science and Health Website](#), the [CSU Website](#) and the [Three Rivers Department of Rural Health](#) for more information.



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

Travel

Students are expected to arrange and fund their own travel requirements for placement.



You are advised to purchase travel insurance if you are booking flights in case your placement is suddenly cancelled or become unwell and are not able to travel.

Accommodation

Students are expected to arrange and fund their own accommodation.

The university department of rural health (UDRH) including Three Rivers and Going Rural Health offer subsidised accommodation options available in some regional towns for based placements.



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

Prior to Workplace Learning - Students

Briefing prior to placement - Third Year

Third year students have pre-briefing with the WPL Team prior to going on workplace learning. Sessions include:

- Student roles and responsibilities.
- Professional behaviour and the SPEF-R2.
- Evidence-based practice and workplace learning.
- Writing placement learning objectives.
- Supervision and receiving feedback.
- Risk and safety.
- Promoting student wellbeing on placement.

Briefing prior to placement – Fourth Year:

Fourth year students have 2 pre-briefing sessions prior to placement.

The dates of these sessions are usually approximately 2 weeks prior to commencement of Block 1 placement. Sessions include:

- Debrief of 3rd year placement & developing learning goals for 4th year placement experiences.
- Understanding expectations of 4th year placement.
- Review of wellbeing strategies.
- Responding to challenging scenarios on placement.
- Making the most of supervision.



Pre- placement briefings are an assessable item and attendance is compulsory.

Preparation for Work Integrated Learning

After a student is allocated a placement experience they will need to make contact with their WIL supervisor. This contact will be in the form of a professional email (sent minimum 2 weeks prior to placement) which may be followed up by a telephone call. For students who require additional support needs, this contact may be required earlier to make reasonable adjustments if required.

A professional email provides the opportunity for the students to introduce themselves to the supervisor, and for the supervisor to inform the student of any site-specific pre-placement requirements that may be required in preparation for placement.

The email to the WIL supervisor will include the following information:

- Who you are and your experiences that have contributed to your development in occupational therapy.
- What learning / knowledge you feel is relevant to the placement (from this course, from previous courses and from life experience)
- Feedback you have received regarding areas of strength and **areas for improvement**.

- What you are looking forward to about this placement opportunity.
- Ask for any specific reading or work you can do to prepare for the placement.

Your introductory email needs to be sent to your WIL Coordinator, at least four weeks prior to your placement commencing (**3rd year Block 1 placement only**) to be assessed before sending to your supervisor.



Students are required to complete a Workplace Travel & Accommodation form prior to each placement. This is to be uploaded to InPlace under each relevant accommodation.

Work Integrated Learning Objectives

Students are required to develop and document their own learning objectives specific for each placement. Learning objectives are designed to allow students to target specific placement experiences and to acknowledge their strengths and areas for improvement.

The template for writing the learning objectives is included in the subject Brightspace site.

In third and fourth year, students are encouraged to take a draft of their learning objectives for placement. These draft objectives are then to be discussed with the supervisor when placement. By the end of the first or second week the student and the supervisor should fine tune the learning objectives so that they suit the experience on offer. This allows the student time to orientate fully to the placement site and service, and therefore formulate more useful and meaningful objectives

Students should address a broad range of skills, attributes, behaviours and roles in formulating their objectives and these should be largely guided by the SPEF – R requirements.

During Work Integrated Learning

Placement Hours (incl. days off)

3rd Years

Students are expected to complete 240 hours of placement. During a seven-week placement, students on the Bachelor of Occupational Therapy course may have up to **three** days off (inclusive of public holidays). Honours program students may have up to **two** days off (inclusive of public holidays). Days off may be required for illness, misadventure or carer reasons.

4th years

Students are expected to complete 270 hours of placement. During an eight-week placement, students may have up to **four** days off (inclusive of public holidays). Honours program students may have up to **three** days off (inclusive of public holidays). Days off may be required for illness, misadventure or carer reasons.



Days off include public holidays and sick days. Students are not eligible for rostered-days-off (ADO) or time-in lieu

Depending on the setting and nature of the role, students may be required to work alternative hours during their work integrated learning. Students must discuss work hours with their supervisors.

All students are required to keep a timesheet/ log book on Inplace to record their working hours.

This must be signed off by the placement supervisor at the end of each week



Placement supervisors will be sent an email each Saturday during placement which includes a direct link to the students log book for approval.

Lunch breaks are NOT included in daily hours and should not be recorded.

Student absence while on placement

All absences must be recorded on the student's timesheet/ log book in Inplace and must be approved by the supervisor and reported to the Charles Sturt Workplace Learning Coordinator/s.



Please be aware that if students are absent due to ill health or for personal reasons that this counts towards the three days for 3rd year students and four days for 4th year students. A medical certificate or stat dec must be provided for absence due to ill health or carer leave and clearance obtained from the placement site before resuming placement.

It is not expected that the placement would be extended to allow the student to make up time unless the student misses a substantial proportion of the placement.

An extension to placement may only be considered if the University, supervisor and student are all in agreement.

Work Integrated Learning Supervisor (Practice Educator) absence

In the event of the placement supervisor (Practice Educator) becoming ill, alternative arrangements should be made, if possible, with another occupational therapist or team member to supervise the student for a short period. If the illness is prolonged, the Charles Sturt WIL Coordinator must be contacted to discuss the options for the placement.

Uniforms

The uniform and personal presentation requirements have been developed to uphold a professional image and meet infection control standards. Strict adherence to the uniform standards is a requirement of placement attendance.

If a WIL supervisor deems that uniform or personal presentation does not meet the uniform standard, students may be asked to leave the placement site to rectify their appearance. In this situation students are expected to return as soon as possible. They may be expected to make up the additional time.



The uniform may vary depending on the nature of the placement experience. It is the responsibility of the placement supervisor to provide the student with detailed information regarding the dress code at the facility.

To purchase replacement uniform items, visit [Charlies Store](#).

The uniform requirements are:

	<p>Shirt</p> <p>Please refer to the Charlie's Store above for up-to-date details. Both polo shirt and long sleeve shirt are acceptable.</p> <p>The WIL Team approves wearing of prior uniform shirt as long as in adequate condition.</p>
	<p>Trousers</p> <ul style="list-style-type: none">• Trousers should be black dress waisted pants, tailored in style.• Tailored black shorts or skirt may be worn provided these end below the knee. <p><i>Please note that skirts may not be appropriate for some sites.</i></p>
	<p>Shoes</p> <ul style="list-style-type: none">• Must be slip-resistant, non-marking soled black shoes. Shoes need to be flat or low-heeled. Shoes must fit the foot for occupational health and safety reasons. Ideally, they will be closed with laces, should be clean, and polished.• Boat shoes or ballet flats are not acceptable. Shoes are required to have a closed in heel counter.
	<p>Undergarments and Hosiery</p> <ul style="list-style-type: none">• Suitable undergarments must be worn during clinical sessions.• Underwear should not be visible at any time. Underwear should be of a light colour and should not contain logos/emblems that are visible through clothing.• Hosiery should not contain logos/emblems that may be offensive. Socks should be black in colour. Hosiery may be black or tan.
	<p>Hair</p> <ul style="list-style-type: none">• Should be off the face and long hair must be tied back. Style/colour should reflect professional standards.• Facial hair should be neatly trimmed or clean shaven. In some circumstances, a beard cover may be required due to infection control policies
	<p>Jewellery</p> <ul style="list-style-type: none">• Must be kept to a minimum. Visible piercing should be small studs. Hand rings of religious significance/wedding rings are the only jewellery permitted on hands/wrists. They should be flat.• Bracelets should not be worn. A wristwatch may be worn.• If jewellery is worn around the neck it needs to be short and discreet.• Nail polish must not be worn. <p>Please note that at some sites no jewellery is permitted to be worn due to infection control policies.</p>

	<p>Scent</p> <ul style="list-style-type: none"> Aftershave or perfume should not be worn. Deodorant should be of a low scent.
	<p>Personal Hygiene</p> <ul style="list-style-type: none"> It is an expectation that students always maintain appropriate personal hygiene. Body odour should not be obvious.
	<p>Name Badges</p> <ul style="list-style-type: none"> WIL name badges with photo identification must be always worn when on-site during placement.

Student Reflective Journal

All students are encouraged to maintain a reflective journal of the events that occur on their placement. Students are encouraged to enhance this by accumulating forms, critically documenting reflections on their activities and types of resources used etc. Placement supervisors (Practice Educators) may negotiate with the student to make use of this reflective journal during supervision sessions to identify strengths and areas for improvement.

4 key questions for reflective practice

- What are you learning?
- What feedback have you received?
- How will you or have you altered practice following feedback?
- What are your goals moving forward?

Guide for Supervisors

Expectations of Supervisors

- Students are provided with an orientation to the facility and introduced to key staff members.
- Educators discuss the expectations and structure of the clinical placement with students including anticipated caseload, expected revision, plans for assessment and feedback etc.
- Students are made aware of policies and procedures relevant to the facility including, but not limited to occupational health and safety procedures.
- Where appropriate students are included in, and contribute to, relevant departmental activities such as in-services.
- Students are provided with access to facilities such as available learning resources and computer/internet access where available.
- Students are provided with a safe and appropriate physical environment for learning.
- Ensure follows procedure for at risk students and contact WILTeam as early as practicable in placement.

Practice Scenario Presentations

We encourage supervisors to expect 3rd and 4th students to do at least one practice scenario presentation while they are on placement. The presentation is usually done to other staff members and should include a question-and-answer component where the staff ask questions of the student about the person being presented.

Students have utilised the [Canadian Practice Process Framework \(Polatajko et al., 2007\)](#) within professional reasoning subjects to support and guide their reasoning around assessment and intervention. Students are familiar with and could be encouraged to use the Framework on placement to guide their professional reasoning process.

Mock Interviews (fourth year students only).

During each fourth-year placement, a mock interview may be completed. Students are responsible for asking their supervisors about this at the beginning of placement. Students will have to obtain a job advertisement relevant to the placement experience which has selection criteria. Students are asked to write a letter to apply for the job and to include their curriculum vitae (CV) and other relevant paperwork (e.g. document addressing the selection criteria). If placement supervisors can arrange a mock interview, they are asked to provide feedback to the students on their application and their interview technique. If placement supervisors are not able to arrange a mock interview you may be able to ask for feedback on your CV.

Confidentiality

During placement, supervisors must maintain confidentiality regarding the student's progress. This becomes particularly important when a student is having difficulty. Under no circumstances should a supervisor discuss the student with other therapists and colleagues, family or friends in a manner that will identify the student unless required during communication with own line manager.

In the case where a student has failed and requires a repeat placement experience, the student is expected to complete a detailed reflection of their performance on the failed placement and identify strategies which they will implement to improve their performance on their repeat placement. This will be completed in addition to the learning objectives which each student must complete. Both the reflection and learning objectives will be discussed and agreed with the Charles Sturt WIL Coordinator and then sent to the supervisor of the repeat placement for their information to assist them with preparing for the experience. In this case it will be made known to the potential supervisor that the student failed the previous placement, what the issues were in relation to the failed placement, and the expectations for the potential placement experience.

Communication

Charles Sturt maintains contact with both students and supervisors throughout placement. All supervisors will be emailed throughout the placement. If questions or concerns arise before this contact is initiated, please call the Charles Sturt WIL Coordinator or WIL Officer in the first instance.

Students receive emails or phone calls, and Charles Sturt uses electronic forums for communication with and between students. The supervisor's assistance in enabling students to have access to an appropriate computer for these activities is appreciated.

Occupational Health and Safety

Incident Reporting

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



Local documentation needs to be completed by the site supervisor with respect to any incident involving a student. It is also necessary for students to complete a Charles Sturt ["Accident/Incident Report"](#).

Assessment

Minimum Pass Requirements

Third Year Placement:

Workplace Learning 1 & 2:

- *Achieve a minimum of a grade of 3 on all core items and the required number of additional items on the SPEF-R2 indicating that competence in key practice knowledge, attitudes, and skills has been achieved.*

Fourth Year Placement:

Workplace Learning 3 & 4:

- *Achieve a minimum of a grade of 3 on all core items and the required number of additional items on the SPEF-R2 indicating that competence in key practice knowledge, attitudes, and skills has been achieved*

Responsibility for Student Assessment on Placement

Students are assessed by the primary OT supervisor using the Student Placement Evaluation Form (SPEF-R2). It is highly recommended that any other staff that provided supervision and support have input into this process. SPEF-R2 is completed at mid-way and final week of placement.

Once the University receives the SPEF-R2 from the supervisor, it is ratified, or contact made to discuss further if indicated. Sufficient detail should be provided to facilitate this process.

Students at Risk

If a student is at risk of not meeting competency on placement, the following steps are to be strictly followed by the supervisor:

1. Contact The Charles WIL Coordinator

The WIL Coordinator will organise a meeting or phone call to discuss concerns. At this time, a copy of the "At Risk" Form is required to be completed and can also be found at [Appendix 3](#).

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 staff.

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 (before the midway point of the placement).

Students should be provided with clear and constructive feedback regarding areas in which they are at risk verbally and in writing via the 'at risk' form. In addition, goals for improved performance should be collaboratively developed with the student.



On identification that a student may not meet competency on the SPEF-R. The "At Risk" form must be completed and emailed to the Occupational Therapy WIL Team. Contact details can be found on the front page of this manual.

The student is required to sight and sign the 'at risk' form.

4. Retain all documentation regarding the placement for 12 months after placement has concluded.

If a student has not reached competency at the conclusion of the placement experience, the supervisor should include comments regarding recommendations for a repeat placement, specific performance areas to be addressed and support needed, etc. If the student chooses to appeal, the supervisor may be contacted regarding the outcome and process.

Placement Withdrawal

It may be appropriate to relocate the student to another setting or terminate the placement once the 'at risk' process has been initiated. Charles Sturt has clear guidelines about when such decisions may be appropriate.

If withdrawn, students are expected to do the repeat placement in the following academic year when that placement subject is offered.

Appendix 1 (a) Bachelor of Occupational Therapy - Course Outline

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Session 1	Session 3	Session 5	Session 7
OCC104 Person, Environment and Occupation Foundations (8)	OCC200 Professional Decision-making in Occupational Therapy (8)	OCC300 Enabling Strategies: Working with Individuals (Consolidation) (16)	OCC420 Occupational Therapy Work Integrated Learning 3 (16)
HIP101 Introduction to Australian Society and Health (8)	OCC204 Enabling Strategies: Working with Assistive Technologies (8)		OCC421 Occupational Therapy Work Integrated Learning 4 (16)
BMS171 Introductory Functional Human Anatomy (8)	OCC220 Occupational Therapy Assessment: Principles & Practice (8)	OCC304 Enabling Strategies: Working with Communities (8)	
BMS161 Health and the Human Body: Cells, Immunity and Musculoskeletal System (8)	HIP202 Research for Health Practice (8)	XUN008 Unrestricted Elective (8)	
Session 2	Session 4	Session 6	Session 8
OCC107 Occupational Therapy Practice (8)	OCC206 Enabling Strategies: Working with Individuals (Fundamentals) (8)	OCC320 Occupational Therapy Work Integrated Learning 1 (16)	OCC404 Enabling Strategies: Advanced Practice (16)
OCC106 Communication for Health Practice (8)	OCC205 Enabling Strategies: Facilitating Therapeutic Groups (8)	OCC321 Occupational Therapy Work Integrated Learning 2 (16)	
IKC100 Indigenous Australian Health (8)	BMS255 Neuroscience for Health Practice (8)		HIP423 Transition to Professional Practice (8)
BMS182 Human Anatomy and Physiology 2 (8)	PSY111 Foundations of Psychology for Health and Human Services (8)		HLT417 Indigenous Perspectives on Health and Well-Being (8)

Work Integrated Learning Component included in those subjects where number and name are in bold

Appendix 1 (b): Bachelor of Occupational Therapy (Honours) - Course Outline

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Session 1	Session 3	Session 5	Session 7
OCC104 Person, Environment and Occupation Foundations (8)	OCC200 Professional Decision-Making in Occupational Therapy (8)	OCC300 Enabling Strategies: Working with Individuals (Consolidation) (16)	OCC430 Occupational Therapy Work Integrated Learning 3 (Honours)
HIP101 Introduction to Australian Society and Health (8)	OCC204 Enabling Strategies: Environmental Adaptation and Assistive Technologies (8)		OCC431 Occupational Therapy Work Integrated Learning 4 (Honours)
BMS171 Introductory Functional Human Anatomy (8)	OCC220 Occupational Therapy Assessment: Principles & Practice (8)	OCC304 Enabling Strategies: Working with Communities (8)	
BMS161 Health and the Human Body: Cells, Immunity and Musculoskeletal System (8)	HIP202 Research for Health Practice (8)	HRS410 Science Honours Research Methods	HRS443 Honours in Science Research Dissertation/Project (16)
Session 2	Session 4	Session 6	Session 8
OCC107 Occupational Therapy Practice (8)	OCC206 Enabling Strategies: Working with Individuals (Fundamentals) (8)	OCC330 Occupational Therapy Work Integrated Learning 1 (Honours) (12)	OCC406 Enabling Strategies: Advanced Practice (Honours) (8)
OCC106 Communication for Health Practice (8)	OCC205 Enabling Strategies: Facilitating therapeutic groups (8)	OCC331 Occupational Therapy Work Integrated Learning 2 (Honours) (12)	HIP423 Transition to Professional Practice (8)
IKC100 Indigenous Australian Health (8)	BMS255 Neuroscience for Health Practice (8)		
BMS182 Human Anatomy and Physiology 2 (8)	PSY111 Foundations of Psychology for Health and Human Services (8)	HRS427 Science Honours Research Fundamentals (8)	HLT417 Indigenous Perspectives on Health and Well-Being (8)

Work Integrated Learning Component included in those subjects where number and name are in bold

Appendix 3: At Risk Form

School of Allied Health, Exercise and Sports Sciences
At Risk of not meeting competencies for practice form

Student Name		
Supervisor(s) Name:	Phone:	Email:
	Phone:	Email:
Placement Site Name:		
Placement Site Address		

Please provide a summary of your concerns regarding the student's performance.

Proposed strategies to address concerns:

Timelines for review of student's performance towards addressing concerns

The University will need to be involved in this process; please indicate how we can best contact you:

Has the student been advised that they are at risk of failing workplace learning?

Yes No

Has Student has been given a copy of the completed At Risk form?

Yes No

Signed by:

Supervisor _____ **Date** _____

Student _____ **Date** _____

Note: *The student's signature indicates that they have read this report; it does not imply agreement with the above comments.*



Please complete and email the completed form to the Occupational Therapy Work Integrated Learning Coordinator/Academic at

SAHESS-OT-WPL@csu.edu.au

