



Charles Sturt
University

POD310/POD309

**Bachelor of Podiatric Medicine
Advanced Private Practice Placement
Handbook**

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How to Contact Workplace Learning Staff



Questions or concerns with respect to clinical education may be directed to the following staff.

- **If the issue concerns** student performance or the academic nature of the placement please contact the **Workplace Learning (WPL) Coordinator**.
- **If the issue concerns** the administration of clinical placements please contact the **WPL Officer**.

Name	Position	Phone / Email
Caroline Robinson	Course Director Podiatry	Phone: 02 6051 9242 Email: corobinson@csu.edu.au
Emma Baker	Podiatry Workplace Learning Coordinator	Phone: 02 6051 9214 Email: SAHESS-POD-WPL@csu.edu.au
Reception	Community Education & Wellness Centre (CEW)	Phone: 02 6051 9299
Workplace Learning Admin Team		Email: FOSH-WP@csu.edu.au
After Hours Emergency	Security Ask to be put in contact with the Head of the School of Allied Health, Exercise and Sport Sciences	Phone: 1800 931 633
Student Crisis Line		Phone: 1300 572 516

Other Communication Methods

- [Faculty of Science and Health Website](#)
- [Faculty of Science and Health Workplace Learning Interact 2 Site](#)
- [Bachelor of Podiatric Medicine Interact 2 Sites](#)

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

If there are changes to your contact details, eg, address, phone, email, you are required to contact [student central](#)

Introduction

This workplace learning manual provides important information for students and supervisors. Workplace learning is the preferred Charles Sturt term for placement, fieldwork or integrated learning.

This workplace learning manual contains information on the processes of assessment to be used, the requirements for successful completion of workplace learning experiences and the processes to be followed if a student is not progressing satisfactorily through a workplace learning experience.

About the Bachelor of Podiatric Medicine

Background

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

The podiatry program is a discipline within the [School of Allied Health, Exercise and Sport Sciences](#). The School offers programs in exercise science, physiotherapy, occupational therapy, speech pathology, and health & rehabilitation science and has an annual intake of approximately 20 students.

Workplace learning is included in all four years of the program and is based on the professional capabilities which are accredited and approved by the Podiatry Board of Australia. At the commencement of fourth year, students will have completed the bulk of their theoretical podiatric knowledge and gained approximately 400 hours of WPL experience.

Graduate Attributes

A graduate of the program should:

The University aims to produce graduates who:

1. are well-educated in the knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession;
2. are capable communicators with effective problem-solving, analytical and critical thinking skills and can work well both independently and with others;
3. value diversity and the 'common good' and work constructively, respectfully and effectively with local and global communities and workplaces;
4. engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous Australian communities;
5. practice ethically and sustainably in ways that demonstrate "yindyamarra winhanga-nha" - translated from the Wiradjuri language as "the wisdom of respectfully knowing how to live well in a world worth living in";
6. are digitally literate citizens, able to harness technologies for professional practice and participate independently in online learning communities; and
7. critically appraise and continue to develop personal and professional capabilities.

<https://policy.csu.edu.au/document/view-current.php?id=257&version=6>

Workplace Learning

Compliance for Workplace Learning



All students must be compliant with NSW Health requirements. There are also discipline specific university requirements that also need to be met before students can attend workplace learning. Information regarding compliance can be found on the [Faculty of Science and Health Website](#).

For concerns or questions about preclinical compliance students should email FOSH-WPL@csu.edu.au

Students who do not meet all of the compliance requirements will not be allocated an external placement and will not be able to take part in WPL activities in the on-campus clinic.



It is the student's responsibility to ensure that police checks, Working With Children checks and CPR/anaphylaxis qualifications are up-to-date.

Students will not be permitted to take part in any workplace learning activities if they do not meet Charles Sturt, NSW Health and specific site requirements.

Costs associated with Workplace Learning:

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

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

Students are advised to budget for the costs of WPL in advance.

Scholarships

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 [Charles Sturt 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



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

Accommodation

The university is not responsible for providing or sourcing accommodation. It is the responsibility of the student to source their own accommodation.



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

Workplace Learning Expectations

Placements are sourced and confirmed by the workplace learning officer (admin) in consultation with the workplace learning subject coordinator. Placements are negotiated at an organisational level, between the university and healthcare facilities.



Students, family members, friends and any other person not affiliated with the Workplace Learning Team are NOT permitted to source their own placements. Placements will be allocated by the Workplace Learning Officer in conjunction with Subject Coordinators.

- Students are required to contact their site supervisor at least three (3) weeks prior to placement. If students cannot contact their supervisor, they are asked to contact the WPL Coordinator or WPL Officer to assist.
- Some sites have additional requirements that must be completed before placement commences. Students will be advised of additional requirements where appropriate.
- Students are expected to behave in a manner that is professional. This includes being punctual, academically and physically prepared, and enthusiastic about learning.
- Students are required to wear full CSU uniform with a CSU name badge.
- Students cannot use personal electronic devices during clinical sessions. There is sufficient time before and after clinic for this purpose.
- Students must interact with staff and patients in a positive and professional manner.
- Students must seek verbal patient consent prior to communication and treatment.

Allocation of Workplace Learning Sites

Students are provided with the opportunity to nominate a preference for locations of WPL sites. Whilst every effort will be made to ensure that students are allocated at least one preference, we cannot guarantee this.



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

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

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.

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

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

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

Objectives and Assessment of Workplace Learning

Aims of Workplace Learning Program

Aims for Workplace Learning

The aims of this one-week workplace learning experience are to:

- illustrate the scope of the private podiatry practice with a focus on advanced areas of practice, e.g., biomechanics and sports podiatry, podiatric surgery, rheumatology, indigenous healthcare, diabetes care etc.
- demonstrate the management of a range of pathology encountered in private practice
- enable students to review a broad range of treatment options and management strategies;
- enable students to reflect on the integration of theory and clinical practice.

Student Expectations

This placement aims to allow students to build confidence and for the workplace learning supervisor to facilitate some experiential learning during the week. The following examples are an illustration of suitable learning experiences:

- Exposure to a range of pathomechanics arising from, for example, anatomical variation, trauma and injury, systemic disease.
- Hands-on testing e.g. biomechanical assessment, joint assessment in rheumatology patients, vascular assessment in patients with peripheral vascular disease.
- Discussion of the clinical reasoning process and justification of the use of specific tests and management strategies.
- Exploration of the range of biomechanical theories and apply these to clinical practice.
- Exploration of alternative treatment options and experience of collaborative working e.g. with other allied health professionals.

Objectives of Workplace Learning

At the conclusion of the workplace learning experience students should have:

- Spent a minimum of 35 hours in a private sector environment.
- Observed/participated in procedures surrounding practice administration.
- Discussed issues around access to podiatric service provision.
- Observed/taken part in subjective assessment procedures and discuss appropriate objective assessment that are required.
- Observed/taken part in vascular/neurological assessment procedures and discuss results in light of the presenting complaint
- Observed/taken part in biomechanical assessment procedures and discuss results in light of the presenting complaint.

- Observed/taken part in management planning for patients
- Explored themes surrounding challenges and advantages podiatry in the private sector.

Skill Base of Students

In their **first year**, students gain skills in the assessment of clients. Students should be able to collect demographic information from clients, undertake medical history and collect information about the presenting problems. They should be competent in the areas of vascular and neurological assessment. Orthopaedic and musculoskeletal examination knowledge is rudimentary. Students will gain clinical knowledge in the areas of hyperkeratoses, nail disorders, Tinea pedis and verrucae. They are introduced to skills in reduction of nails and debridement of lesions. Theoretical knowledge includes anatomy, physiology and psychology. Students also develop an understanding of the Australian healthcare system, health communication and culturally responsive practice. Students complete 24 hours of workplace learning at the end of first year to prepare them for clinical practice in second year.

During their **second year**, students undertake studies in microbiology, pathophysiology, immunology, pharmacology, and biomechanics. They also focus on early childhood development and paediatric pathology. In clinic, students continue to consolidate skills in subjective and objective assessment. They increase skills in the management of general foot and skin pathology. Students complete 119 hours of workplace learning during the year.

Third year students accumulate over 300 hours of workplace learning. Their theoretical studies focus on diabetes, wound management, pharmacology, chronic disease and mental health in the first session. In the second session, the focus is on local anaesthesia, podiatric surgery, physical activity and exercise for chronic disease management, and neurological and vascular pathology. Students are expected to have the capability to assess new clients, prepare management plans and further developing skills in biomechanical assessment and orthotic prescription. The acquisition of surgical skills is initiated in the second session of third year in order to prepare students for surgical practice in their final year of the program.

Administration, Policies and Standards for Workplace Learning

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

Absences from Workplace Learning

Late for Workplace Learning:

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

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

Workplace Learning Supervisor absence

- In the event of the workplace learning supervisor (Practice Educator) becoming ill, alternative arrangements should be made, if possible, with another podiatrist or team member to supervise the student for a short period. If the illness is prolonged, the workplace learning subject coordinator must be contacted to discuss the options for the workplace learning.

Absences at short notice (student is unwell)

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

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

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

Short (1-2 hours) absences known in advance

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

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

Unauthorised absences from workplace learning

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

Please refer to the Faculty of Science and Health Workplace Learning Guidelines for further information.

Occupational Health and Safety

Incident Reporting



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

Local documentation needs to be completed with respect to any incident involving a student. It is also necessary to complete a [CSU "Accident/Incident Report"](#). **Please also refer to the Faculty of Science Workplace Learning Guidelines for more information on reporting of accidents, incidents and near misses.**

Sharps Policy

Charles Sturt students may only remove scalpels using the QlickSmart System. If this system is not available in the clinical setting, students are not permitted to remove blades. If a student has been certified as a 'user' (having been supervised three times and completed paperwork) he/she may only remove blades using the QlickSmart System.

Uniforms

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

If a supervisor deems that a student's uniform or personal presentation does not meet the required standard, the student may be asked to leave the clinic to rectify their appearance. In this situation, students are expected to return to clinic as soon as possible.

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



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



Shirt

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

OR

Royal blue/white polo short sleeve shirt with the Charles Sturt logo on the left-hand side and School of Allied Health, Exercise and Sport Sciences on the right hand side.

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

Note that we are transitioning to a polo shirt but this will not be compulsory for our 2024 4th year students unless they choose to purchase a new shirt.



Wearing of a tie is NOT permitted whilst on placement



Underwear

Suitable undergarments must be worn during clinical sessions. Wearing no underwear, thong/G-string or see-through underwear is inappropriate.

Underwear should not be visible at any time. Underwear should not contain logos/emblems that are visible through clothing and should be of a light colour.



Trousers

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



Shoes

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



Hosiery

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



Vests

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



Hair

Should be off the face and long hair must be tied back. Style/colour should reflect professional standards.

Facial hair should be either full beard or clean shaven. Beard covers may be required.

Jewellery

Must be kept to a minimum. Visible piercing should be small studs. Hand rings of religious significance/wedding rings are the only jewellery permitted on hands/wrists. They should be flat.

Bracelets should not be worn. A wrist watch may be worn.

If jewellery is worn around the neck it needs to be short and discreet.



Nail polish must not be worn



Tattoos

Some health services may ask students to cover visible tattoos.



Scent

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



Personal Hygiene

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

Workplace Learning Structure and Operation

Students should:

- Be provided with an orientation to the facility and staff.
- Be provided with relevant details of the facility's Occupational Health and Safety policy and instructed in emergency procedures.
- Attend placement for a minimum of 35 hours per week.

Supervisors should:

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

Supervisor Experience

- It is expected that a primary supervisor will have a minimum of two years' post-registration WPL experience.
- If a supervisor has accumulated less than two years' post-registration experience, they must be supported by a senior supervisor with relevant WPL experience.
- The supervisor will discuss their expectations of professional behaviour, patient contact, communication, and self-directed learning at the beginning of the placement.
- In locations where there is more than one supervisor, students must be provided with clear and comprehensive instructions on appropriate lines of communication.

Professional Code of Conduct

Students are required to maintain a professional code of conduct whilst on placement.

This includes but is not limited to:

- maintaining professional boundaries with staff and patients/clients;
- maintaining staff and patient/client confidentiality at all times;
- communicating with staff and patients/clients in a professional manner;
- behaving in a professional manner at all times;
- treating staff and patients/clients with respect;
- following all of the placement site's policies and procedures.

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

Learning and Teaching

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

Discussion with previous third year students identified strengths and weaknesses and their expectations for this placement:

Perceived Strengths:

- theoretical knowledge, e.g., anatomy and assessment techniques;
- knowledge of foot deformity and examples of pathology;
- patient assessment and community skills;
- application of biomechanical principles .

Desired areas for continued skill development:

- clinical reasoning;
- evaluation of clinical findings to formulate a diagnosis and management plan;
- efficient application and rationalisation of biomechanical tests;
- orthotic prescription and prescription writing;
- experience of treating children.

Assessment

Assessment

Students are required to complete a number of assessment criteria associated with this placement experience:

- Professional Behaviour
- Communication Skills
- Background Knowledge
- Clinical Skills

Assessment provides students with an opportunity to receive feedback on their performance, facilitate reflection on their practice and allows them to make changes or improvements where necessary. It may also enable them to feel more confident in their abilities.

Student Placement Goal Setting

Students are asked to complete a placement goal setting form prior to their first day. The basis of this form is for the student to identify their own learning goals and to discuss with their supervisor what they would like to achieve from their clinical placement. Students are advised to bring this along with them on their first day and discuss with their clinical supervisor.

Feedback

Below are some suggestions for giving feedback to students:

- Feedback needs to be given at an appropriate time, generally this should be as close to when an event occurred as possible.
- Feedback needs to be specific; it needs to refer to behaviour that you actually observed.
- Positive feedback is appropriate, students are still very much in the discovery and exploratory stages of learning. Knowledge and skills are still being consolidated so do feedback on things that they are doing well rather than only areas that need consolidation.
- Feedback is best given in private, especially if it is negative.

(These suggestions are from Ladyshewsky, R (1995). Clinical Teaching ACT: Higher Education Research and Development Society of Australasia)

Mid-placement Check In

It is strongly recommended that mid-way through the placement there is a formal discussion between the supervisor and the student. This discussion is an opportunity for the student to identify persistent areas of weakness or uncertainty, which there may be time to address in the final day or two of the placement. It is also an opportunity for the supervisor to seek feedback on the WPL experience. Examples and a structured template that can be used to form the basis of the discussion can be found in Appendix 2.

Assessment Forms

The Assessment Form located in Appendix 1 are to be completed at the end of the placement. The assessment criteria are based upon the Podiatry Board of Australia 'Professional capabilities for podiatrists (2022)'. As the professional competencies describe the expectations of a registered practitioner, these capabilities will be interpreted and assessed based upon the following assumptions:

- The student being assessed is at a stage where they are consolidating their knowledge and skills;
- A typical patient will be either a new patient, a musculoskeletal patient, or a general footcare patient. It will not be appropriate for these assessments to be applied based on a complex client presentation (e.g. wound care; multiple chronic health conditions).

Feedback sessions are intended to be a positive experience for the student and provide a formal opportunity for reflective learning. You may also wish to have informal meetings with students.

- Where there are multiple supervisors, all supervisors should have input into the completion of assessment forms.
- The supervisor must notify the student and university as soon as any concerns arise regarding the student's ability.
- The student is asked to engage in self-evaluation by completing their own version of the assessment grid prior to formal feedback sessions.
- The supervisor observes the student with a variety of cases and provides timely feedback to the student on their performance throughout the unit.
- The supervisor conducts at least one assessment of the student's performance with a new patient (assessment, treatment, and discussion of reasoning) towards the end of the placement for the purpose of assessing the student's independent performance. During this assessment the supervisor does not contribute to the intervention unless patient safety is threatened.



Please email any notes that are made during these meetings along with the relevant Assessment Forms (see Appendices) to the WPL Officer no later than one week after the placement finishes.

The supervisor should forward these forms to the WPL Officer and give a copy to the student.



Please note that it is important that we receive the assessment forms, as the students cannot obtain a substantive grade for this subject without them.

Unsatisfactory Performance

A student who is identified early in their placement as being likely to be deemed 'at risk of failing' needs to be advised of this by the midpoint of the placement so that they have the opportunity to improve. Supervisors should discuss the issue with the student and develop strategies to allow the meeting of expectations prior to the end of the placement. Please contact the university for an "supported learning plan" if required.

The Podiatry Staff at Charles Sturt would like to thank you for your valuable contribution to this assessment procedure.

Appendices

Appendix 1: Assessment Form (End of placement)

Student Name:	
Supervisor's Name:	
Workplace Learning Site:	
Placement Dates:	

Supervisor to complete and return to the Workplace Learning Officer – FOSH-WPL@csu.edu.au

0	1
Not meeting expectation at a 3rd year level	Meeting expectation at a 3rd year level
<p>Required significant prompting, supervision and guidance. Didn't respond to feedback.</p> <p><u>Supervisor's note:</u> If a student is scoring a 0 it indicates that expectation in performance assessed by an item is not yet adequate.</p> <p>Feedback to the student on specific behaviours that require development must be provided to the student along with some strategies to assist in development.</p>	<p>Completed independently or with minimal prompting, supervision and guidance.</p> <p><u>Supervisor's note:</u> A score of 1 reflects the student is completing the task in line with the expectations of podiatry students at their level.</p> <p>The student will be able to manage a neurological assessment and a vascular assessment. The student is aware of their limitations and where to seek assistance.</p>

The assessment the scoring should be first completed by the student, and then by the Clinical Supervisor. Both the student and the Clinical Supervisor will then meet to discuss the results.

Professional Behaviour									
Demonstrates culturally appropriate, safe, empathetic and sensitive practice that facilitates trust and the building of respectful relationships, including with Aboriginal and Torres Strait Islander Peoples and those from culturally and linguistically diverse backgrounds (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						
Practices in an ethical and professional manner, consistent with relevant legislative and regulatory requirements, including identifying and responding to examples of unsafe or unprofessional practice (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						
Seeks input from peers and supervisors to aid learning and improve patient outcomes (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						
Demonstrates safe and professional practice in a clinical environment when managing cutaneous and musculoskeletal presentations (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						

Communication Skills									
Provides information about implementation of a proposed management plan in a way the patient and other members of the healthcare team can understand and action (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						

Knowledge of Theory and Practice									
Uses the evidence-base to identify appropriate management options for a patient (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						

Clinical Skills									
Independently evaluates a patient's social, medical, neurological, vascular, musculoskeletal and cutaneous status, and use that information to formulate differential diagnoses (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						
Presents a range of management options to the patient when appropriate, discussing the benefits and material risks relevant to each option (please circle)	<table border="1"> <thead> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Student		Clinical supervisor					
Student		Clinical supervisor							

	<table border="1"> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </table>	0	1	0	1				
0	1	0	1						
Works with the patient and other members of the healthcare team to co-develop a management plan (please circle)	<table border="1"> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						
Management plans are evaluated and revised in time frames that are appropriate for the condition(s) being managed	<table border="1"> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						
Under supervision, appropriately prescribes, fabricates and modifies a range of orthomechanical devices with attention to environmentally sustainable practice (please circle)	<table border="1"> <tr> <th colspan="2">Student</th> <th colspan="2">Clinical supervisor</th> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </table>	Student		Clinical supervisor		0	1	0	1
Student		Clinical supervisor							
0	1	0	1						

Overall Comments

Signed (Supervisor): _____

Date: _____

Appendix 2: Mid-Week Check-in

You may wish to use this form as a basis for discussion, on how the student is going on the placement, as well as areas that they are uncertain about as well as areas that they would value more guidance from.

Areas requiring further development/clarification	Proposed action to address the specific issue
E.g. <ul style="list-style-type: none"> • Efficient and appropriate use of tests for biomechanical assessment • Orthotic prescription writing 	<ul style="list-style-type: none"> • Supervisor to explain section of and demonstrate, assessment techniques on an appropriate patient • Student to practice writing an orthotic prescription for a client, with subsequent feedback from the supervisor

Appendix 3: – Student Placement Goal Setting

Students are to complete this form prior to their first clinical day. Please discuss with your clinical supervisor on day 1.

Student Name:	
Workplace Learning Site:	
Placement Dates:	

What are my expectations of this placement?

What clinical skills/knowledge do I want to extend upon during my placement?

What are my clinical strengths and weaknesses?

Strengths:

Weaknesses:

What strategies might I find useful from my clinical supervisor to enhance my overall learning experience?

Additional comments or goals:

Signed: _____ **Date:** _____

Appendix 4 – Supervisor Survey

Thank you for taking the time to complete this survey. Your feedback will help us to continue to improve the clinical placement experience of Charles Sturt students and their supervisors.

Supervisor Name:	
Placement Site:	
Student:	

1. **Do you consider that the student was well prepared and ready for placement?** Yes No

If you answered no, please advise what areas we can improve on to prepare students for placement.

2. **Did you find the mid-week check-in and placement assessment criteria easy to understand and use, to provide comment on student performance?** Yes No

Comments

3. **Were there any criteria that you had difficulty assessing the student on?** Yes No

If you answered yes, which ones and why?

4. **Are there criteria that you feel should be included in the student assessment form and are currently missing?** Yes No

If you answered YES, what do you consider should be included?

5. Did you receive sufficient support/guidance from the Charles Sturt Workplace Learning Team? Yes No

If you answered NO, what could we have done better to help you?

6. Did the student's knowledge base meet your expectations? Yes No

If you answered no, what were your expectations?

7. Did the supervisory experience meet your own Professional Development Goals? Yes No

If you answered no, is there anything in particular that we can do to help you reach those goals?

Please add any further comments you wish to make?

Please email this form to:

Workplace Learning Officer	Bachelor of Podiatric Medicine	Email: FOSH-WPL@csu.edu.au
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Appendix 5 – 2023 Bachelor of Podiatric Medicine Course Structure

Honours Subjects in Italics

Pre-requisites in square brackets []

First Year	Second Year	Third Year	Fourth Year
Session 1	Session 3	Session 5	Session 7
POD109 Introduction to Podiatric Medicine	POD204 Podiatry and Community Health Practice	POD310 Advanced Clinical Podiatric Practice (commence) [POD213 and (BMS244 or POD246)] <i>OR POD309</i> <i>Advanced Clinical Practice for Honours</i> <i>[POD213 and (BMS244 or POD246)]</i>	Pass and Honours Stream POD329 Clinical Podiatric Residency (commence)]
BMS161 Health and the Human Body: Cells, Immunity, & Musculoskeletal System	POD242 Podiatric Biomechanics	Pass and Honours Stream POD318 Podiatry for Chronic Disease Management	Pass and Honours Stream POD328 Advanced Pharmacology and Prescribing [BMS263 and BMS236]
BMS171 Introductory Functional Human Anatomy	HIP202 Evidenced-based Health Practice and Research	Pass and Honours Stream POD319 Neuropathology and Pain	POD325 Evidence Based Practice in Podiatry [HIP202] or <i>HRS434</i> <i>Science Honours Research Completion</i>
HIP100 Introduction to Health & Rehabilitation	BMS263 Pharmacology for Allied Health Professionals	Elective Subject or <i>HRS411</i> <i>Science Honours Research Foundations</i>	Pass and Honours Stream
Session 2	Session 4	Session 6	Session 8
POD112 Introduction to Podiatric Clinical Practice [POD109]	POD213 Consolidating Podiatric Clinical Practice [POD204]	POD310 Advanced Clinical Podiatric Practice (completed) [POD213 AND (BMS244 or POD246)] Or <i>HRS422</i> <i>Science Honours Research (Commencement)</i>	Pass and Honours Stream POD421 Podiatry Capstone Placement
BMS162 Health and the Human Body: Systemic Human Physiology	POD246 Podiatric Paediatrics and Orthomechanics [POD242]	Pass and Honours Stream POD320 Wound Management and Vascular Pathology	Pass and Honours Stream HIP423 Transition to Allied Health Practice
BMS172 Functional Anatomy of the Vertebral Column, Pelvic Girdle and Lower Limb	BMS236 Integrated Pharmacology and Pathophysiology for Allied Health Practice	POD321 <i>Physical Activity across the Lifespan</i>	Pass and Honours Stream HLT417 Indigenous Perspectives on Health and Wellbeing
IKC100 Indigenous Health	BMS255 Neuroscience for Health Practice	POD317 <i>Local Anaesthesia and Surgery</i> [POD213, BMS263, BMS255]	Elective Subject Or <i>HRS451</i> <i>Science Honours Research Dissertation</i> [HRS411, HRS422 and HRS434]

Appendix 6 – Supported Learning Plan

Faculty of Science, School of Allied Health, Exercise and Sports Science

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 brief summary of your concerns regarding the student's performance.

--

Proposed strategies to address concerns:

--

Time lines for review of students 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, scan and email it to the Podiatry Workplace Learning Officer.
Contact Details are listed below

	Email
Podiatric Medicine	FOSH-WPL@csu.edu.au

Appendix 7 – Student WPL Survey



Bachelor of Podiatric Medicine: Workplace Learning Student Survey

Student Name:	
Supervisor's Name:	
Workplace Learning Site:	
Workplace Learning Type:	

The purpose of this survey is to seek feedback from students so that WPL Supervisors and the Clinical education Coordinator can enhance the quality of various learning experiences in WPL. **Where you had more than one supervisor please complete a separate form for each.**

	Very Strongly Agree	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Very Strongly Disagree	Not Applicable
1. Has stimulated my interest in the clinical area								
2. Has helped me gain knowledge in the area because of his/her clear explanations								
3. Establishes a good learning environment								
4. Provided me with exposure to appropriate clients for the workplace learning type								
5. Assessed my performance adequately								
6. Provided helpful and regular feedback on my performance (positive and negative)								
7. Was available for consultation at specific time								
8. Encouraged me to express my own point of view								
9. Had communication skills that helped me to understand what was required								

10. Provided challenges that helped me progress through the workplace learning experience								
11. Encouraged me to evaluate my own performance								
12. Was aware of my level of ability								
	Very Strongly Agree	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Very Strongly Disagree	Not Applicable
13. Incorporated research data and/or practice guidelines into teaching								
14. I was made to feel welcome								
15. Orientation to the facility was appropriate (OH&S, confidentiality, code of conduct, safety procedures, pre-clinical checks etc)								
16. The workplace learning experience was well organised								
17. The workplace learning experience contained a number of components to facilitate my learning e.g. readings, tutorials, demonstrations								
18. The physical facilities provided for me were adequate								
19. I would recommend this workplace learning experience to another student								
20. The workplace learning experience I was allocated to was appropriate to my learning needs								
21. My course studies adequately prepared me for this workplace learning experience								
22. I was aware of the objectives of this workplace learning experience								
23. I was aware of the assessment for this workplace learning experience								

24. I received adequate support from the university during the workplace learning experience (e.g. I knew who to contact if I experienced problems whilst on workplace learning)								
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25. Comment on three aspects of the WPL experience that you found helpful, useful or particularly good.

26. Comment on three aspects of the WPL experience that you would like to see changed.

Please email this form to:

Workplace Learning Officer	Email: FOSH-WPL@csu.edu.au
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