



Charles Sturt
University

Bachelor of Occupational Therapy

First Year

Work Integrated Learning Manual - 2025

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How to Contact Work Integrated Learning (WIL) Staff



Questions or concerns with respect to Work Integrated Learning (WIL) (Placement) 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 Coordinator**.
- **If the issue concerns** the administration of placements, please contact the **Work Integrated Learning Officer**.

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
Emma Robson (M, W, F)	Work Integrated Learning Coordinator (Port Macquarie Campus)	Phone: 02 55341533 Email: SAHESS-OT-WPL@csu.edu.au
Kylie King (Mon-Fri)	Work Integrated Learning Officer	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

Other Communication Methods

- [Faculty of Science and Health Website](#)
- [Faculty of Science and Health Workplace Learning Brightspace](#)
- [Occupational Therapy Brightspace](#)

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.

2025 Bachelor of Occupational Therapy Placement Calendar

CHARLES STURT UNIVERSITY SCHOOL OF ALLIED HEALTH, EXERCISE AND SPORTS SCIENCES Bachelor of Occupational Therapy 2025 Placement Calendar				
Week	Week	First Year	Third Year	Fourth Year
Commencing 06 Jan				
13 Jan		2025 Term 1 Begins		
20 Jan				
27 Jan		Australia Day PH 27 Jan		
03 Feb		Session 1 2025 begins		
10 Feb		Session 3 exams		4th Year Placement B1 (8 Weeks) 17-Feb-11 Apr
17 Feb				
24 Feb		2025 Session 1 On Campus Orientation 24- 28 Feb 2025		
03 Mar		2025 Session 1 begins		
10 Mar		VIC Labour day 10 March		
17 Mar				
24 Mar		2025 CENSUS Date Session 1 28 Mar 2025		
31 Mar				
07 Apr		Mid-session break 07 Apr-18 Apr		
14 Apr		Good Friday 18 April		
21 Apr		Easter Monday 21 Apr/ ANZAC Day 25 April		
28 Apr				
05 May				
12 May				4th Year Placement B2
19 May				(8 Weeks) 28-
26 May				Apr-20 Jun
02 Jun				
09 Jun		Kings Birthday 09 June		
16 Jun		Exams Session 1 09 Jun – 20 Jun		
23 Jun		Mid-Year break 23 Jun- 11 Jul		

30 Jun				
07 Jul				
14 Jul				
21 Jul			3rd Year Placement	
28 Jul			B1	
04 Aug			(7 Weeks)	
11 Aug			7-Jul-22 Aug	
18 Aug				
25 Aug		2025 Session 2 Mid Session Break 25 Aug-05 Sept 2025		
01 Sept		1st Year Placement 25 Aug-05 Sept		
08 Sept				
15 Sept				
22 Sept			3rd Year Placement	
29 Sept			B2	
06 Oct		NSW Labour Day 06 Oct	(7 Weeks)	
13 Oct		2025 Session 2 On Campus Classes End 17 Oct 2025	8-Sep-24 Oct	
20 Oct				
27 Oct				
03 Nov		1 st Year placement Block 2 03 Nov-14 Nov		
10 Nov				
17 Nov				
24 Nov				
01 Dec				
08 Dec				
15 Dec				
22 Dec				
29 Dec				

Introduction

This work integrated learning manual provides important information for students and supervisors for 1st year placement. Work Integrated Learning is the preferred Charles Sturt University term for placement, fieldwork, or workplace learning.

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

First year students are required to read this manual and the subject outlines for OCC105.

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 workplace learning program. In 2018 the program was also introduced at the Port Macquarie Campus.

The accredited occupational therapy program is a part of the School of Allied Health, Exercise, and Sports Science, that also offers programs in physiotherapy, podiatry, speech pathology and sports and exercise science. The 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, placement supervisors, practitioners and other relevant stakeholders.

Aims of the Occupational Therapy Program

Charles Sturt's approach to education reflects the University's ethos 'for the public good'. To this end, the key learning outcomes 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 OT 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. Workplace 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. |



The course structure can be found in [Appendix 1](#)

Please refer to [Appendix 2](#) for a link to the subject outlines.

Focus of First Year Work Integrated Learning (Placement)

During first year students are required to complete two weeks (75 hours) of placement experience supervised by an occupational therapist.

First Year Work Integrated Learning Aims

The aim of the first-year placement is to provide opportunities for students to gain understanding of the lives of people who experience occupational disruption, in addition to gaining a basic understanding of the role of an occupational therapist.

Upon successful completion of 1st year placement experience, students will be able to:

- ❑ Describe occupational, personal, social and emotional issues relevant to at least one person who has experienced occupational disruption or who has a disability.
- ❑ Describe the role of an occupational therapist in at least one setting.
- ❑ Demonstrate effective verbal communication strategies when engaging with people, therapists and clients.
- ❑ Reason obligations and expected behaviours essential to being a professional
- ❑ Maintain a portfolio identifying workplace learning experiences and the learning that has taken place because of these experiences.

Although a large part of first year placement is observation, supervisors are encouraged to involve students in a range of tasks that may require greater client contact or responsibility.

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 Placement

If placement is disrupted by serious illness or misadventure, students may apply for special consideration to have their circumstances taken into account regarding their placement. The circumstances must have been beyond their control and impeded their capacity to complete placement 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.

In the case of illness, students need to provide the site supervisor and WIL Coordinator with a medical certificate within 48 hours. Students should also upload their certificate to InPlace.

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 impairment are not obliged to declare this unless they wish to have **reasonable adjustments** provided by either the university or the placement site. Students in this case should refer to the [Workplace Learning for Students with a Disability Policy \(Planning Guidelines\)](#).

All students with disability or additional support requirements are required to declare their disability / impairment so that reasonable adjustment can be made both at university and during their placement experiences. Students who require additional support must register with Charles Sturt University Accessibility & Inclusion Support Team to develop a Work Integrated 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 WIL team to allocate appropriate placements that meets 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 placement.
- physical assistance with activities; and
- time off to attend counselling sessions to manage emotional issues.

These adjustments cannot be provided if it impacts student abilities to meet the inherent requirements of the course.

You can declare 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 WIL supervisor. Charles Sturt University adheres to privacy legislation. This means that unless the student provides written consent, the WIL Coordinator **cannot** forewarn a supervisor about a student's specific needs or likely behaviour prior to or during placement.

If a student has additional needs or personal circumstances which are likely to impact on his/her performance on placement, the WIL 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 WIL Coordinator about their WIL plan or medical condition prior to placement.

This ensures adjustments can be negotiated with potential placement sites.

Pre-Work Integrated Learning Requirements

Compliance

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

The minimum compliance requirements are as listed below:

- NSW Health requirements
- Mental Health First Aid (3rd year onwards)
- 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 financial penalties withdrawal must occur prior to census date.



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

If students wish to alter their allocation, a special consideration application must be submitted to the WIL Team.



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 Work Integrated Learning

Placements are sourced and confirmed by the WIL Officers in consultation with the Subject Coordinator/s. 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 WIL 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 WIL 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.

Students are provided with opportunities to nominate preferences and provide comments on their individual circumstances for placement in 1st, 3rd and 4th years. This can be done via *InPlace* (see below). Every effort is made to attempt to allocate placements to student preferences, however this cannot be guaranteed. Students will be required to travel to placements and will be required to stay away from home for most of your placement 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 comments.

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



You are advised to purchase travel insurance if you are booking flights in case your placement is suddenly cancelled or you become unwell and are 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.

Going Rural Health (GRH) have subsidised accommodation options available in some regional towns for Victorian 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 Work Integrated Learning

Preparation for Placement

Briefing prior to placement – **First Year**

First year students have pre-briefing with the WIL Team prior to going on placement. Information provided includes:

- Student roles and responsibilities.
- Professional behaviour and the evaluation
- Evidence-based practice and Work Integrated Learning
- Writing placement learning objectives.
- Supervision and receiving feedback.
- Risk and safety.

Promoting student wellbeing on placement

Following allocation for 1st Year placement students are expected to contact their supervisor. This contact will initially be in the form of an introductory letter attached to an email, which may at a later stage be followed up by a telephone call. This contact provides the opportunity for the student to introduce them self to the supervisor and for the supervisor to inform the student of any pre-placement requirements that may be required in preparation for placement.

The email to the 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.
- Ask for any specific reading or work you can do to prepare for the placement.

Word Count: 250 words

Please follow your OCC105 subject outline regarding the expected timelines and processes for email submission.

Work Integrated Learning Objectives are designed to allow students to target their learning for a specific placement experience and to acknowledge their strengths and weaknesses.



The format for writing the learning objectives is included in [Appendix 4](#).

In first year, objectives focus on communication skills and professional behaviours. Students are required to take a draft of their learning objectives on placement. These draft objectives are then to be discussed with the supervisor when starting placement.

As first year placement is only two weeks in length, students need to put time and effort into the development of learning objectives. Effective planning at the beginning of the placement will mean expectations of the placement are clearly stated and the student will be more responsible for the direction of the placement.

Student Confidentiality

Students have the right to assume that the university will release **only** their identifying information to a WIL supervisor. Charles Sturt adheres to privacy legislation. This means that unless the student provides written consent, the WIL Coordinator **cannot** forewarn a supervisor about a student's specific needs or likely behaviour prior to or during placement. If a student has impairments or personal circumstances which are likely to impact on his/her performance on placement he/she is strongly encouraged to talk about these with the WIL Coordinator so that appropriate support strategies can be discussed with the student, and if permission is granted, with the WIL supervisor. This is important to enhance placement success.

During Work Integrated Learning

Student Diary (not assessable)

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 used, critically documenting reflections on their activities, types of resources used etc. WIL supervisors (Practice Educators) may negotiate with the student to make use of this reflective journal as a means to share in reflection with the student and strengths and areas for improvement, to assess observation skills and to comment on written documentation skills.

4 key questions

- 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?

Work Integrated Learning Hours (incl. days off)

During their placement experiences students will work approximately the same hours/days as their supervisors and will complete a total of 75 hours during this placement experience. Depending on the setting and nature of the role, this could include weekend work.

Students will be subjected to the same working hour entitlements, such as public Students are not entitled to ADO's or TIL systems unless discussed with supervisor and WILTeam.



All students are required to keep a timesheet via Inplace to record their working hours, which must be signed off by the placement supervisor at the end of each week.

Lunch breaks are NOT to be included in placement hours and it is expected that students complete a standard day (8 hours) unless negotiated otherwise with WIL Team and supervisor.

Student absence while on Work Integrated Learning



All absences must be recorded on the student's timesheet and must be reported to the CSU WIL Coordinator.

A medical certificate must be provided for absence due to ill health 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 or there is a significant impact to student learning and performance. An extension to placement may only be considered if the subject coordinator, supervisor and student are all in agreement.

Work Integrated Learning Supervisor (Practice Educator) absence while on placement

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 CSU 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 requirements are:

	<p>Shirt</p> <ul style="list-style-type: none">• Polo shirt with Charles Sturt logo and discipline embroidered in 2 positions OR• Women's blue ¾ sleeve light blue shirt with Charles Sturt logo and discipline embroidered OR• Men's short sleeve light blue shirt with Charles Sturt logo and discipline embroidered. <p>If the shirt is worn untucked, it must be long enough to cover the top of the trousers at all times.</p> <p>In line with organisational policies, some sites do not allow sleeves past the elbow to be worn in particular areas.</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.

	<i>Please note that skirts may not be appropriate for some sites.</i>
	Shoes <ul style="list-style-type: none"> Must be slip-resistant, non-marking soled black shoes. Shoes need to be flat or low-healed. 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 or ballet flats are not acceptable. Shoes are required to have a closed in heel counter.
	Undergarments and Hosiery <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.
	Hair <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
	Jewellery <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>
	Scent <ul style="list-style-type: none"> Aftershave or perfume should not be worn. Deodorant should be of a low scent.
	Personal Hygiene <ul style="list-style-type: none"> It is an expectation that students maintain appropriate personal hygiene at all times. Body odour should not be obvious.
	Name Badges <ul style="list-style-type: none"> WIL name badges with photo identification must be worn at all times when on-site during placement.



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

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

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 WPL Team as early as practicable in placement.

Confidentiality

During placement, supervisors must maintain as confidential any information 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. The exception to this statement is that most therapists have their own line manager who should confidentially advise and support them.

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 Workplace Learning Coordinator and then sent to the supervisor of the repeat placement for their information to assist them with preparing for the placement. 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.

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

First Year Placement:

Students will be assessed on their competencies by their Work Integrated Learning Supervisor using the Work Integrated Learning Evaluation. Supervisors will be sent a link to enable them to complete the student's Work Integrated Learning Evaluation via InPlace.

- The focus of this evaluation is on a student's professional behaviour, self-management skills, and communication skills.
- Evaluation is to be completed at the end of the placement, when the supervisor determines the final result.
- Although no formal half-way evaluation is required, the supervisor must provide informal feedback to the student regularly focusing on their achievement of objectives.
- There are two ratings for first year students: *Satisfactory* and *Unsatisfactory*.
 - The supervisor must mark the student as performing *Satisfactory* or *Unsatisfactory* for each competency by placing a tick in the appropriate column. There is no option for *not applicable* or *insufficient observations*.
 - There are 4 competencies in each section. The student must be awarded a *Satisfactory* in at least 3 of the 4 competencies in each section to pass that section.
 - The supervisor may include examples of competencies relevant to the placement if they so choose, to clarify expectations of the student.
 - The supervisor is encouraged to provide brief written feedback at the end of each section of the evaluation form.
 - Once all the sections are completed, the supervisor provides overall written feedback in the final section of this evaluation and indicates whether the student has obtained an overall *Satisfactory* or *Unsatisfactory*.



An example of the Work Integrated Learning Evaluation can be found in [Appendix 3](#)

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 Sturt Workplace Learning Coordinator

The Work Integrated Learning Coordinator will organise a meeting or phone call to discuss concerns. At this time, a copy of the "At Risk" Form may be 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.

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 in writing and verbally. In addition, goals for improved performance should be collaboratively developed with the student.

3. 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 particular workplace learning subject is offered.

Confidentiality

During placement, supervisors must maintain as confidential any information 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.

In the case where a student has failed and requires a repeat placement experience, the student is supported to complete a detailed reflection of their performance and identify strategies 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. In this case of a repeat placement the WIL Team, student and next supervisor will meet to discuss any previous concerns, and the expectations for the potential placement.

Communication

Students may receive emails, phone calls and/or visits from the university, and have access to electronic forums for communication. 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 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.***

Appendices

Appendix 1 (a) Bachelor of Occupational Therapy - Course 23

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Session 1	Session 3	Session 5	Session 7
OCC104 Person, Environment and Occupation Foundations	OCC200 Decision-making in Occupational Therapy	OCC300 Enabling Strategies: Working with Individuals (Consolidation)	OCC420 & OCC421 Occupational therapy work integrated learning 3 & 4
HIP100 Introduction to health and rehabilitation	OCC204 Enabling strategies: Working with assistive technologies		
BMS171 Introductory functional human anatomy	OCC220 Principles of occupational therapy assessment	OCC304 Enabling Strategies: Working with Communities	
BMS161 Health and the human body: cells, immunity and musculoskeletal system	HIP202 Research for Health Practice	Restricted elective	
Session 2	Session 4	Session 6	Session 8
OCC105 Occupational Therapy Practice	OCC206 Enabling Strategies: Working with Individuals (Fundamentals)	OCC320 and OCC321 Occupational therapy work integrated learning 1 and 2	OCC404 Enabling Strategies: Advanced Practice
OCC103 Communication for Health Practice	OCC205 Enabling Strategies: Working with Groups		
IKC100 Indigenous health	BMS255 Neuroscience for health practice		HIP423 Transition to Allied Health Practice
BMS162 Health and the human body: Systemic human physiology	PSY111 Psychology for Health and Human Services		HLT417 Indigenous perspectives on health and wellbeing

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 23

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Session 1	Session 3	Session 5	Session 7
OCC104 Person, Environment and Occupation Foundations	OCC200 Decision-making in Occupational Therapy	OCC300 Enabling Strategies: Working with Individuals (Consolidation)	OCC430 & OCC431 Occupational therapy work integrated learning 3H & 4H (for honours students) & HRS434 Science Honours Research Commencement
HIP100 Introduction to health and rehabilitation	OCC204 Enabling strategies: Environmental adaptation and assistive technologies		
BMS171 Introductory functional human anatomy	OCC220 Principles of occupational therapy assessment	OCC304 Enabling Strategies: Working with Communities	
BMS161 Health and the human body: cells, immunity and musculoskeletal system	HIP202 Research for Health Practice	HRS411 Science Honours Research Foundations	
Session 2	Session 4	Session 6	Session 8
OCC105 Occupational Therapy Practice	OCC206 Enabling Strategies: Working with Individuals (Fundamentals)	OCC330 and OCC331 Occupational therapy work integrated learning 1H and 2 H (for honours students) & HRS411 Science Honours Research Foundations	OCC404 Enabling Strategies: Advanced Practice (Identified modules)
OCC103 Communication for Occupational Therapy Practice	OCC205 Enabling Strategies: Working with Groups		HIP423 Transition to Allied Health Practice
IKC100 Indigenous health	BMS255 Neuroscience for health practice		HLT417 Indigenous perspectives on health and wellbeing
BMS162 Health and the human body: Systemic human physiology	PSY111 Psychology for Health and Human Services		HRS451 TBC

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

Appendix 2: Subject Outlines

For further information regarding the subject outlines please refer to the [Bachelor of Occupational Therapy Course Structure](#)

Appendix 3: Work Integrated Learning Evaluation

Student Name:		
Supervisor Name/s		
Facility or Service		
Area of Practice		
Placement Dates	From:	To:
Date of Final Assessment		
Number of Hours:		
Number of days absent:		

RATING A STUDENT'S PERFORMANCE

Each item is rated according to *satisfactory* or *unsatisfactory*.

<i>Satisfactory</i> <i>Performs adequately and/or proficiently</i>	<i>Unsatisfactory</i> <i>Performs unacceptably and/or marginally</i>
The student <ul style="list-style-type: none">is developing competence.has adequate application of knowledge and skills; anddemonstrates relatively consistent performance with appropriate level of supervision.	The student <ul style="list-style-type: none">has limited knowledge and skills.demonstrates consistently poor performance.requires substantial improvement to pass the item; andrequires extensive instruction and/or assistance.

Section 1: Professional behaviour

Item	Satisfactory	Unsatisfactory
1. Respects values, beliefs and needs of clients and staff. e.g., accepts others' points of view, non-discriminatory, non-judgemental, does not impose own values		
2. Maintains confidentiality of information pertaining to clients, staff and workplace e.g., discussions held in private as necessary, all paperwork including files are handled appropriately		
3. Demonstrates respect for workplace and procedures. e.g., safety procedures, administrative procedures, workplace protocols; informal workplace practices		
4. Represents occupational therapy in an appropriate manner. e.g., assumes O.T role appropriate to setting, explains O.T to others, carries out routine tasks willingly.		

Overall grade for Section 1
Must score *Satisfactory* in at least 3 competencies

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Comments

Section 2: Self-Management Skills

Item	Satisfactory	Unsatisfactory
1. Demonstrates appropriate time management skills. e.g., punctual, work completed within appropriate timeframes, follows a daily schedule		
2. Personal presentation and behaviour are appropriate to workplace. e.g., appropriate dress, appearance, confident manner, clear and appropriate telephone skills, organisation of workspace		
3. Accepts supervision and constructive feedback appropriately, modifies practice as necessary. e.g., accepts responsibility for actions, prepares for and contributes to supervision sessions, clarifies and responds to feedback		
4. Shows initiative and demonstrates some responsibility for own learning. e.g., asks relevant questions, initiates looking for answers in books / on internet, reads medical files, independently seeks out things to do during quiet times		

Overall grade for Section 2

Must score *Satisfactory* in at least 3 competencies

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Comments

Section 3: Communication skills (with clients, clients' families and significant others, and staff)

Item	Satisfactory	Unsatisfactory
1. Demonstrates effective listening and questioning skills. e.g., responds appropriately to communication/emotional status of others; appropriate verbal and non-verbal skills		
2. Expresses intentions clearly, modifies communication as necessary. e.g., alters language to client's /significant others' understanding, avoids use of jargon, clarifies information, provides opportunity for questions		
3. Participates in workplace interactions. e.g., engages in discussions / meetings, responds to requests for information, asks appropriate questions, acknowledges other people		
4. Displays an ability to develop rapport with people. e.g., tries to develop effective working relationship, genuine interest in people, any physical contact or handling is respectful and caring, tries to set appropriate limits		

Overall grade for Section 3

Must score *Satisfactory* in at least 3 competencies

--	--

Comments

Overall Feedback and Result

Satisfactory	Unsatisfactory
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Please provide a written summary of the student's performance including the student's strengths and areas for the student to work on.

Name/s of Supervisor/s	Signature/s of Supervisor	Date	Email or phone contact

Name of Student	Signature	Date

Appendix 4: Work Integrated Learning Objectives

Student Name:	
Placement Dates:	
Location:	
Supervisor:	

	Learning Objective What do you want to learn/ develop or achieve during this placement?	Learning Resources What will you utilise to achieve your learning objective? Where can you find information? Consider how you learn.	Evidence How can you show to yourself and your supervisor that you have met your learning objective? What proof will you offer and when?	Validation How will your evidence be evaluated? By whom? When, and with what criteria?
1				
2				
3				
4				

5				
6				

Please add more, or delete, rows as required.

Student Signature _____

Date _____

Supervisor Signature _____

Date _____

Appendix 5: Work Integrated Learning Timesheet

Name of Student	
Student Number	

Year of Program		Placement Dates:	to
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Week No:

		Morning		Afternoon				
	Date	Start	Stop	Start	Stop	Daily Hours	Over-time	Remarks (i.e., sick)
Mon								
Tue								
Wed								
Thu								
Fri								

Total Hours:		Supervisor Signature:	
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Week No:

	Date	Morning		Afternoon				
		Start	Stop	Start	Stop	Daily Hours	Over-time	Remarks (i.e., sick)
Mon								
Tues								
Wed								
Thu								
Fri								

Total Hours:		Supervisor Signature:	
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Appendix 6: 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 brief summary of your concerns regarding the student's performance.

--

Proposed strategies to address concerns:

--

Timeline 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 work integrated 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 students' 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 Occupational Therapy Work Integrated Learning Officer. Contact Details are listed below.

Discipline	Email
Occupational Therapy	SAHESS-OT-WPL@csu.edu.au

Appendix 7: Glossary

Work Integrated Learning Coordinator – responsible for clinical matters such as days off, student misconduct, clarification of performance standards.

Work Integrated Learning Officer – responsible for administration of workplace learning.

Supervisor – also known as Practice Educator, Clinical Educator, Work Integrated Learning supervisor.

Work Integrated Learning – also known as fieldwork or placement and can incorporate several settings for example, clinical, schools, private practice, project etc.