



# WORKPLACE LEARNING FACULTY OF ARTS AND EDUCATION

## Field Education at CSU

### Handbook

For Diversional Recreation Therapy &  
Leisure Practice

Updated February 2019

Faculty of Arts and Education, Workplace Learning (WPL)  
Charles Sturt University

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# Acknowledgement

*We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities. We commit to acknowledge and understand the historical and contemporary disadvantage experienced by Aboriginal and Torres Strait Islander peoples and the implication of this for practice.*

## Introduction

Welcome to Leisure and Health (Diversional Therapy) Field Education at Charles Sturt University.

Field Education is a collaborative venture between the Diversional Therapy Field and Charles Sturt University - its staff and students. All parties work collaboratively to create the optimum environment for your professional learning, and to assess your performance.

Field Education is the part of learning that students remember most in their education. It is the place where your developing professional identity, skills and knowledge all come together. It is also the time to put theory and practice together in real life situations. Use this document primarily to guide you in your preparation for the placement process.

When you enrol in LES210 (Diversional Therapy and Leisure Practice), subject materials, assessment information and resources will be available through the subject [Interact 2](#) site.

**Serena Mathews**

**Field Education Coordinator / Academic Lead**

# Explanation of Terms Used In This Document

- **Diversional Therapy Field Education (DRT) and Workplace Learning (WPL).** These are two terms that you will hear a lot about. They basically mean the same thing. DRT Field Education is the DRTA reference to placement while Workplace Learning (WPL) is the generic term that CSU uses to all placement activities in all disciplines and schools.
- **Placement vs Practicum** – Both mean the same thing and placement is the newer term.
- **Offsite Supervisor vs DRT Qualified Supervisor** – Field Educator reflect the education role of supervisor.

## Professional Practice Subject

### LES210 Diversional Therapy and Professional Practice

LES210 is the professional subject you undertake in conjunction with your field practice. This subject covers multiple topics associated with professional identity and professional practice. It has been developed by accredited Diversional Therapy educators. You will have undertaken other subjects which will inform your development while on field practice. These include LES102, LES110, HIP112, LAW131, SOC101, PSY111 and PSY214.

You should complete Module 1 of LES210 before commencing your field practice. You will normally complete LES210 towards the end of the program in Year 3 and Year 4 of your part time studies. If you intend to withdraw with the Associate Degree this will be in your final two sessions of study.

Students who undertake LES210 and the field placement in their final year of study and are planning to graduate must have completed their placement assessment items by mid-October each year, in order to allow time to process their grade for graduation.

Placements can carry over beyond the end of session 2 if necessary although it is preferable that the placement is completed by the end of session two.

Upon enrolment in LES210 (from October onwards) in the subject, registration steps will be communicated to students by email. Students may be deemed unsatisfactory in the subject if they fail to complete these steps.

Once fully registered you will be allocated a Placement Establishment Academic (PEA) who will work with you to set up your placement. While all attempts are made to locate a suitable placement for you, factors such as availability of placements in your geographical location and agency capacity to take on students are all factors outside CSU's control. If it is likely that you will require additional time for a placement to be sourced, a plan for managing this will be discussed with you by your academic.

Furthermore, while we always source a placement as close to your residential address as possible, obtaining a suitable placement may require you to travel. Your cooperation and understanding around this is appreciated. No student will be asked to travel further than 100kms round trip each day.

## InPlace

[InPlace](#) is used by Charles Sturt University to manage workplace learning experiences that our students complete during their study. It is interactive and students can log into the system upload their documentation, see whether they have met all requirements for placement, be notified of their placement allocation and view the contact information including supervisor details for their placement.

# Staffing In Field Education

We have a significant number of staff involved in Field Education. Approximately half of these are sessional staff (or casual staff). Due to the range of geographical locations where students undertake placement, sessional staff based in that area, greatly facilitate the learning experience for students. You will be advised by the Workplace Learning Office (WPLO) which academic has been assigned to you for each stage of the placement experience. Your assigned academic will be your “go to person” for that part of the placement phase. Please be aware that many staff are part time and may only be available on certain days. However, we do work as a team and should you need to contact an academic urgently you can liaise with the [Workplace Learning Office \(WPLO\)](#).

Listed below are some of the roles of staff in Field Education

## **Field Education Coordinator/Academic Lead**

The Field Education Coordinator/Academic Lead, Serena Mathews is responsible for the administration of the field education program.

Responsibilities include:

- support and assistance to students, field educators and academic staff;
- determination of grades;
- problem solving and mediation if you and/or your Academic Liaison person or Field Educator have a problem that you can't solve together;
- development of field education policy and curriculum;
- coordination of Academic Liaison and Off Site Social Work supervising staff;
- mediating resolutions in cases where difficulties arise in a placement which cannot be resolved by the student, academic liaison staff and field educator/s;
- organising field education meetings;
- involvement in field education research;
- coordination of field educator training;
- running preparation and debriefing sessions;
- advising Academic Liaison staff and or Offsite Social Work supervisors and students about research ethics procedures where necessary;
- other related administrative duties.

## **Subject Coordinator**

The subject coordinator is responsible for delivery of the subject LES210. This subject includes theoretical and practice material related to professional diversional therapy practice.

Responsibilities include:

- Delivering the subject via the Interact2 subject site;
- Liaison with students about subject related matters including assessment tasks;
- Marking of assessments including practice related material (portfolio, evaluation etc.);
- Entry of final grades into Gradebook.

## **Academic Liaison (AL)**

An academic liaison person is assigned to your placement from the beginning of the placement and you are advised of this in an email. They are involved in:

- Formal liaison contacts with you are your field educator to assist in the important decision making points in the placement;
- Informal contacts through the placement as you and/or your field educator require;
- Responsibility for extensions for assignment due dates;
- Problem solving and mediation as required;
- Responsibility for re-negotiating time frames for placements including notification of absences and extensions of placement length;
- Marking of written requirements and recommendations of grade to the subject coordinator.

## **Workplace Learning Office (WPLO)**

The workplace learning office maintains all files and records relating to placement. The workplace learning office maintains an extensive database of placements and field educators. These are your first contact for any Field Education enquiries.

## **Placement Establishment Academic (PEA)**

The placement establishment academic is responsible for locating your placement, having considered your placement needs. They will contact you after you have finalised all your required registration documents for Social Work Field Education., This person will interview you for any issues or needs you might have in relation to placement.

## **Field Educator(s)/Offsite Supervisors**

In courses accredited to provide Diversional Therapy education each student on placement should be supervised by a Level 1 registered Diversional Therapist on site wherever possible. Field Educators can also be qualified and experienced diversional therapist personnel who work in the field. Field Educators who do not have Diversional Therapy qualifications work as co-supervisors in partnership with off-site Diversional Therapy qualified supervisor or with other professional allied health staff such as Occupational Therapists. Offsite Supervisors must have a commitment to continuing professional education and an interest in developing diversional therapy knowledge and skills. They must also have the time to meet the supervision requirements for taking on a student. This involves a minimum of 1 hour of supervision per student for each five days (36 hours) of placement. Supervisors required to provide evidence of qualifications.

There are 3 possibilities for Field Education arrangements:

- The Diversional Therapy Field Educator meets the Diversional Recreation Therapy Association (DRTA) accreditation requirements and is located on-site at the placement.
- An experienced non-DRT Field Educator supervises the student's work on-site, while a local DRT or other allied health professional Field Educator supervises the student off-site. Normally the on-site Field Educator is responsible for supervising the student's day-to-day work (that is, line management). The off-site supervisor (DRT) is usually responsible for the professional Diversional Therapy side of the education and support functions of supervision.

If there is no on-site or off-site Field Educator available, supervision may be organised under the direct auspice of the University. This arrangement is only recommended when no other options are available.

# Placement Requirements

In order to successfully complete placement, Leisure and Health (DRT) students will have attained the practice standards of an entry level Diversional Therapist. The requirements for this are detailed in the Student Evaluation Report and in the portfolio requirements. Students must undertake a total of 290 hours of placement.

# Placement Timetable

Placement takes place in conjunction with the subject LES210 and may be undertaken either full time, part time or by an arrangement that mixes full and part time. Placement timeline details need to be negotiated with your Field Educator/supervisor and documented in the Learning Agreement. These will normally commence between April and June and be completed between June and October depending on the start date and structure of the placement.

# Types of placement settings

Students undertake placements in a diversity of settings. These include:

- Aged residential care contexts; Aged day support programs
- Disability leisure programs; Disability day programs
- Mental health inpatient and outpatient teams
- Community health teams
- Hospitals
- Refugee support
- Juvenile justice
- Education contexts
- Health promotion contexts
- Education settings

# Practice emphasis

It is recommended that students are provided with a practice experience that mixes direct with indirect work.

## **Direct work includes**

- Participation in Diversional Therapy client assessment
- Identification of individual needs
- Participation in Diversional Therapy program facilitation

## **Indirect work includes**

- Participation in Diversional Therapy program development
- Participation in reporting including progress notes when report in progress notes and day to day interventions
- Participation in program evaluation
- Event planning and management

# Recognition for Prior Learning (RPL)

For all enrolled students, recognition for prior learning will be assessed according to the following requirements:

- Current resume;
- A letter of support from employer or supervisor outlining responsibilities and duties undertaken;
- All students must have completed 5 years full time work in the diversional therapy sector;
- Provide a copy of the position description relevant to the RPL;

Partial credit is not award. Students will be provided full credit for their placement or are required to attend the requirements of the subject LES210 and outcomes of the subject. Please contact the Workplace Learning office for more detail.

# Getting Ready for Placement the Compliance Process

All students are required to supply **mandatory compliance documents** and a **current resume** to be eligible to complete the Field Education subjects. As students will be working with vulnerable adults and children, the process of screening is critical. Students who do not meet these requirements are generally unable to proceed onto placement. It is the students' responsibility to ensure that current copies of these documents are provided to the WPLO by uploading them to their InPlace record and that they remain current for the duration of the placement period.

## National Police Checks (NPC)

Most agencies accepting students on placement require a National Police Check (NPC) (also known as a criminal history check). Students can [apply online](#). The NPC remains valid for 3 years.

## Working With Children Checks (WWCC)

Students must make their own application. You should do this once you have enrolled in your first field education subject. The WWCC remains valid for 5 years. There is [no fee](#) for students.

The online application form can be found at: <https://www.kidsguardian.nsw.gov.au/>

Students in other states need to provide their [state equivalent](#).

It is possible that an agency may require a different kind of check and you will need to comply with that agency's policy if you wish to undertake a placement with them.

## Health Compliance (immunisations) Optional

All Charles Sturt University students considering eligibility to complete a placement in a health facility, regardless of their residing state, **MUST** also be registered with NSW Health and meet the [NSW Health compliance guidelines](#).

This meets 2 purposes:

- enables eligibility to register for Field Education placements in health facilities
- meets risk compliance assessment requirements for NSW Health, other state health facilities and organisations requiring health compliance

Students in other states will also need to provide additional documents for compliance, such as Code of Conduct and evidence of completion of orientation modules.

NOTE: Health placements will be cancelled if health compliance is not finalised or your National Police Check expires (i.e. is more than 3 years past the date of issue).

Further information on the required documentation is available and updated on the [Workplace Learning webpages](#).

When you have completed NSW Health package you will need to upload this as **one file** to [InPlace](#) in order for this to be verified by the NSW Health coordinator.

CSU also offer support for students with questions about immunisations for clinical placements, please contact the [CSU Health Promotion Officer](#). Please consult with your health provider or general practitioner (GP) for professional medical advice.

## Professional Behaviour

### Ethical Behaviour

Failure to behave in accordance with the DRTA Code of Ethics at any point in Diversional Therapy Field Education will result in an unsatisfactory (US) grade for the subject. You should ensure that you are familiar with the DRTA of Ethics, <http://diversionaltherapy.org.au/About-DRTA/Code-of-ethics>

## Code of Conduct

As a training professional it is important that you comply with the universities policies around student behaviour as outline previously. In addition many of you will also need to comply with specific agency requirements around behaviour. Failure to comply can result in an unsatisfactory grade for the subject. This extends to behaviour whilst on the placement and may also include your interactions on social media.

Students are strongly advised to review these Codes of Conducts when signing them and to understand their content.

**For example:** you must not name the agency that you are undertaking your placement at on social media or speak or post about them in a negative way. While you may see Facebook as a personal and private place for your thoughts, this is not how placement agencies or potential employees may view this. Please ensure you review the [CSU Student Charter](#).

# Occupational Health and Safety

An important part of your safety is getting to and from workplace learning safely. As part of CSU's duty of care to students, we remind students that the combined number of hours spent working in paid employment and on placement should add up to a standard working week. It is important that students negotiate this as part of organising their placements.

Students should spend no more than ten (10) hours of combined work and travel per day, if the person working is also the person driving.

In addition, students are required upon commencing placement to become familiar with the following agency policies and practices which may be in place. Worker and Workplace Safety and Security policies and Vehicle/Travel Safety policies.

Students need to report to the University of any incident, accident or potential hazard, as soon as practicable, by using the [Report an incident online form](#).

# Equal Opportunity and Anti-discrimination Policies

Students are required upon commencing placement to become familiar with the agency Equal Opportunity and Anti-discrimination policy. You can also refer to the [CSU Equal Opportunity policy](#).

# Disclosure of Personal Information, Health and Wellbeing

On behalf of their staff and clients, placement agencies have an expectation that the University does not place students who are ill-prepared, threatening, or unlikely to be able to cope with professional work activities in a diversional therapy environment.

The University is also concerned for the welfare of students who are likely to find the experience of placement to be personally and professionally challenging at times. For this reason the CSU staff need to be aware of any personal issue or condition of the student that may be adversely affected by the experience of undertaking placement. This is an advisory warning to students that placement is challenging and students are expected to be accountable for their conduct and self-care on placement.

If you have a condition of any kind (a mental health issue, a learning disability, a hidden physical disability such as epilepsy) that you think might impact either on you, the placement organisation, or your future clients, we advise you to discuss this with your PEA before you start a placement. Together you can decide if you need to formulate strategies that will help you to do deal with this, or manage it constructively, throughout your professional career. As part of this discussion, you may decide that either you, your PEA, or both of you, will discuss this with your field educator before you begin placement. Past students with a mental health issue have done this successfully, and negotiated, firstly with their PEA and later with their placement field educator, about how to detect early warning signs, and how to intervene in an episode early, before it impacts on clients or staff. This kind of negotiation has meant that the students successfully completed their placements, rather than failing or having to withdraw on health grounds.

# Privacy Considerations

The University will handle student information according to the [Privacy Management Plan](#).

Use of the Charles Sturt University, InPlace System is subject to your consenting to Charles Sturt University providing some information about you to external agencies. It is the student's responsibility to determine the necessity for the disclosure.

When you log into InPlace, you would have agreed to the following:

1. release relevant information concerning professional placements to relevant placement agencies as necessary;
2. advise external agencies, prior to the commencement of the professional placement, whether you have a current [National Police Check](#) and whether it contains any disclosable outcomes. Note, it is your responsibility to have a current National Police Check at the commencement of each academic year and produce a copy for the relevant placement agency as required (excluding the Faculty of Education students);
3. advise external agencies, prior to the commencement of the professional placement, whether you have a current [Working with Children \(WWC\) Check Card](#).  
**Note:** it is your responsibility to have current WWC at the commencement of the academic year and present this upon request from a relevant placement agency as required;
4. release contact details (telephone & mobile number; LTU student email address and address where appropriate) to external supervisors/agencies for professional placement purposes only.  
**Note:** this information will be kept private and confidential by the placement agency and the placement agency will be instructed to destroy all contact details once the placement is completed; and,

Students are responsible to ensure that they understand that a breach of the Terms and Conditions as agreed to in InPlace, may impact on the right to privacy of an individual or Agency and may lead to legal and/or disciplinary proceedings.

# Reporting Adverse Incidents

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

Students need to report to the University of any incident, accident or potential hazard, as soon as practicable, by using the [Report an incident online form](#).

## Sexual Harassment

If students experience any incidents of Sexual Assault or Sexual Harassment please refer to the web links below. Alternatively, if students need to speak to someone about sexual assault or sexual harassment please call 1800 961 991 (business hours) or for urgent support or to make a report. This phone number goes through to the CSU student counselling team. If student require 24hr support please contact the National Support line 1800 572 2247.

- [http://www.csu.edu.au/\\_data/assets/pdf\\_file/0005/2826986/Protocol.pdf](http://www.csu.edu.au/_data/assets/pdf_file/0005/2826986/Protocol.pdf)
- <http://student.csu.edu.au/services-support/student-central/askcsu#/article/14887>

## Harassment

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

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

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

For more information and for the guidelines which outline behaviours that constitute sexual, racial, and other forms of harassment covered by legislation, including bullying, and the options for resolving complaints, please refer to the [CSU Policy library](#).

# Negotiating your placement

Successful completion of your placement is a subject requirement. Placement opportunities are limited. It is your responsibility to discuss any barriers preventing you undertaking placement either in a specific field of practice or agency (e.g. mental health facility).

While we endeavour to source placements for students within the academic year, high numbers of students seeking placements from all universities across Australia and pressure in the field to do more with less, can impact on start and end dates. In some instances, depending on your location it may be difficult to source a placement for you. Your Field Education coordinator is the person to discuss this with. Please remember that CSU is committed to sourcing you a placement and your cooperation and understanding about these issues are appreciated. In some remote locations placements may not be available. CSU will do what we can to support placements, but we are limited by the options available in your community. Canvassing and negotiating placements involves a collaborative process between CSU, students, agencies, and Offsite Supervisor/Field Educators. The final responsibility for endorsing each placement rests with CSU. Having spent some time thinking about your learning goals and the ideal placement you need, remember that it is not always possible to organise the ideal placement each time. Given the limited number of placement options, especially in rural and isolated areas, and the employment and other constraints of some students, it may not always be possible to meet your priorities.

Field Education staff will be happy to follow up any suggestions students may have, and understand that students may make initial enquiries to people and agencies already known to them.

# The Placement Process

## Step 1

Once you are enrolled in a Field Education subject the Workplace Learning (WPL) office will email instructions to upload mandatory compliance documents directly to [InPlace](#).

To assist with planning please ensure you begin to collate the following registration and compliance documents required for your student placement:

- Current - [National Police check](#)
- Current - [Working with Children Check](#) or state equivalent
- Current - [Resume / CV](#)
- [Health compliance documents \(optional\)](#)

## Step 2

Undertake some preliminary research in your local area to identify potential organisations where you may be able to undertake your field placement. The Workplace Learning (WPL) office will email further instructions to submit online **Part 1. Registration information** details using the self placement tool, once all mandatory compliance documents have been uploaded and verified [InPlace](#). Self placement does not mean that you will source your own placements, CSU will source the placement for you. Students are not to canvas their own placements. There is opportunity for you to provide potential contacts and nominate your preferred locations that match your needs. Please refer to the attached guides in the emails from the WPL office.

## Step 3

The WPL office will assign a Placement Establishment Academic (PEA) to you and they will contact you to arrange an interview. During the meeting, student and field educator decide whether the placement would be a suitable learning experience in which agency requirements, student learning needs and constraints, and CSU policy can all be met.

The PEA will then determine placement options and use the online **Part 2. Placement Negotiation Form (PNF)** within [InPlace](#), to communicate options, changes and updates.

## Step 4

Once this is complete the WPL office is advised of the final Placement Negotiation. The WPL office requires a minimum of 10 working days notice to process these details and a minimum of 28 days for all health facility placements across Australia.

### **Step 5**

The student and supervisor are to develop a preliminary Learning Agreement outlining learning goals, placement tasks and duties, dates and hours of placement, supervision details and agreement on tasks associated with the Student Portfolio. This is to be agreed with by the University. Once agreement has been confirmed by all parties, the student can commence placement. CSU confirms the placement dates with the agency, field educators and the student by email, endorsing the proposed social work field education arrangements, advising of the insurance cover and contact details for all involved.

### **Step 6**

CSU academic staff will contact all placement parties and the student on their tenth day of placement to review the placement. A second placement meeting will be conducted at the end of the placement. It is an expectation that the student will contact and arrange all parties for the two meetings.

## **Portfolio Requirements**

Students are required to produce and submit their practice portfolio on a USB in keeping with [CSU Green](#) initiatives. The practice portfolio consists of the following:

- The portfolio requires the student to develop and include:
  - Signed form from Supervisor/s indicating the student has met the requirements of the items as noted;
  - Workplace/volunteer placement information (agency description, hours worked, supervisor);
  - Summary of job description/duties;
  - Student Evaluation;
  - Post USB to Charles Sturt University, School of Humanities and Social Sciences, Workplace Learning, Locked Bag 588, Wagga Wagga NSW 2678.
- DRT client assessment
- the student has observed and been involved in the initial DRT assessment process;
- the student has an awareness of the tools/processes used within the assessment process including social history/life review;

- the student is aware of how the information in the 2 previous points informs care needs;
- the student has been involved in a discussion of identified needs for an individual;
- the student has been involved in and contributed to program development;
- the student has been involved in and contributed to program facilitation;
- the student is aware of progress reporting, when to report progress notes, and how to document day to day interventions;
- the student has been involved in and contributed to program evaluation.

Within the discussions around this section the Supervisor should be confident that the student can demonstrate:

- a range of leisure and recreation options or experiences for an individual;
- the use of adaptive devices in meeting individual need/choice;
- resource materials to support a positive experience (inclusive of community resources);
- the incorporation of relational care methods to promote inclusion.
- Event management for one large group activity special event (e.g. Christmas, Mother's Day etc.), including:
  - Planning notes, including how the event came about; demonstrate how the activity is client driven;
  - Session/implementation plans; step-by-step process demonstrating how you communicated and co-ordinated with a range of staff, outside support, clients or families;
  - Program evaluation (to include reference to resources, staff, timing, risk management, own role).
  - Documentation

A range of documentation from within the work setting to support your understanding of a diversional therapists working role within the host organisation. The student must source and list the documentation items. The list must be signed off and dated by the Workplace Supervisor.

- portfolio scanned and saved as a word document;

- provide documentations about placement setting to support student own understanding of the host placement and roles within the organisation.

Examples (at least 8) may include:

- workplace forms: incident forms, admissions/referrals/evaluations; client participation record;
- meeting records: agenda, minutes (delete/rule out reference to names) (also personal reflection on conduct and process of meetings/evaluation and suggested improvements on meeting structure/process);
- reports;
- correspondence/communication - letters, emails relating to workplace/DRT duties;
- copies of relevant standards and legislation applicable to the governance of the workplace;
- newsletters;
- media releases;
- funding submissions;
- initial assessment documents/documents referring to meeting cultural and spiritual needs;
- processes to ensure all clients have access to meaningful large, small or 1:1 groups;
- processes or techniques relating to behaviour management for a particular client (describe behaviour and interventions);
- notes or reflection on an effective multidisciplinary intervention for a particular client (describe problem, team intervention and DRT role).

In addition, students who are undertaking a work based placement are required to provide a signed contract with the supervisor in the agency where they are completing their work based placement. The contract should include:

- contact details of the agency;
- a description of the agency;
- the dates and times of the practicum;

- details of planned supervisory meetings; an outline of tasks to be undertaken by the student;
- the student's learning goals as they relate to Diversional Therapy;
- a statement that the student will be provided with the opportunity to complete all tasks associated with their portfolio requirements;
- any other relevant information which may be specific to the agency and reflective of negotiations between the student and supervisor and as agreed to by CSU.

## Student Placement Support and Review Process (SPSRP)

Should a diversional therapy student experience any difficulties in the professional experience component of any subject and/or be identified as being "at risk", the Student Placement Support and Review Process (SPSRP) will be instigated.

### Support to the Student and Host Organisation

It is recognised that occasionally student's placement can be at risk due to student conduct, host organisation changes and unforeseen circumstances. It is recognised by CSU that a placement at risk can cause the student confusion and at times distress. The student will be supported by CSU staff who are liaising with the student and host organisation. Academic Liaison and Academic Lead CSU staff members will liaise with the student/host organisation.

It is acknowledged that the host organisation will require support in understanding CSU's response to student placements that have been identified as a placement at risk. This requires CSU staff to liaise with host organisation staff about the student progress and concerns. It has been identified that in order to maintain ongoing stakeholder relationships and opportunities for placement. CSU staff must liaise with the host organisation to resolve and respond the issues that presented during the student placement.

## **Student Placement Support and Review Process (SPSRP) Steps**

Should a diversionary therapy student experience any difficulties in the professional experience component of Field Education and/or be identified as being "at risk", the Student Placement Support and Review Process (SPSRP) will be instigated.

## **Support to the Student and Host Organisation**

It is recognised that occasionally a student's placement can be at risk due to student conduct, host organisational changes and/or unforeseen circumstances. It is recognised by CSU that a placement which is at risk can cause the student confusion and, at times, distress. On these occasions, the student will be supported by CSU staff who are liaising with the student and host organisation. CSU staff who support the student placement include the Academic Liaison, Subject Coordinators/Convenors and Academic Lead.

CSU acknowledges and understands the importance of engaging with staff from the host organisation to ensure they are supported in the process of resolving and responding to issues that present during a student placement.

The following review process will be facilitated by the Workplace Learning (WPL) Academic Lead, who will liaise and coordinate with staff to participate in this process.

1. It is proposed that this activity is conducted in consultation with the Course Director, WPL Academic Lead, and Sub Dean of Workplace Learning to review the placement concerns.
2. The student is notified by the Academic Liaison, Academic Subject Coordinators/Convenor and/or Academic Lead that there are areas of significant concern related to placement and a Notification Form will be completed. The Academic Liaison will provide the Field Education supervisors a copy of the Mid Prac Field Educators Report (Assessment 5 & 6) to complete and review.
3. The student, Academic Liaison and Field Education supervisors will review the student Learning Plan (Assessment 3) and identify activities and outcomes to assist the student to make immediate and sustained improvement. The student is also requested to provide copies of Journal or Log Submissions (Assessment 8) to demonstrate and support their progress. The Subject Coordinators/Convenors and Academic Lead will be advised of all concerns, supports and reviews about the student's progress. The Subject Coordinators/Convenors will support Academic Liaison and Field Education staff for preliminary concerns. Should the concerns become more complex they will be escalated to the WPL Academic Lead to support and coordinate the student.
4. If the student is unable to demonstrate improvement and there are exceptional circumstances associated to the placement, the student is requested to complete the

- Summary of Learning and Development (Assessment 7) and provide copies of their Journal or Log Submission (Assessment 8). The assessments will be moderated.
5. If the Learning Plan activities and outcomes are demonstrated successfully, the student will receive a progress summary and be expected to satisfactorily complete their placement.
  6. If the Learning Plan activities and outcomes are not satisfactorily demonstrated, the student will receive an email notification that the placement has been cancelled from WPL Office and the Academic Lead will inform the Subject Coordinators/Convenor finalise a US grade for the student's enrolment in the subject.

### **Awarding an Unsatisfactory Grade**

A student can receive an Unsatisfactory (US) Grade when:

- a. The student is unable to demonstrate satisfactory progress during the placement after appropriate support has been provided by CSU and the Learning Plan is not met or the student has withdrawn from the placement; OR
- b. The student displays unacceptable professional behaviour, or exhibits behaviour that is not in keeping with the [DRTA Code of Ethics](#); or [CSU Student Charter](#), [CSU Student General Misconduct](#); [CSU Student Academic Misconduct](#); OR

### **Immediate Termination of Placement Process**

1. A host organisation has the right to terminate a placement at any time. Where unforeseen circumstances or events beyond the control of the Agency cause/or threaten major disruption to the provision of Workplace Learning, the Agency may, in its discretion, defer, suspend or amend previously agreed placements by immediate written notice to CSU. If the Agency takes such action, the parties agree to work together, in good faith, to arrange alternative placements for those affected student's at the Agency.
2. This may also be the result of misconduct and can occur without the SPSRP being followed or any warning being given to the student. In this case, a US grade will be awarded following review of the student placement.

### **Review of Grade**

A student can request a review of grade in line with the [CSU Assessment Policy](#) and [complaints processes](#).

# Attendance

Attendance on placement is a requirement in this subject. Students are responsible for keeping track of their hours and having those signed off by the Field Educator.

## Record of Attendance

Students must keep an accurate record of their hours spent on Diversional Therapy Field Education. Any change to the length of a placement once the student has commenced their placement must be negotiated in advance with academic liaison staff in writing. A placement will only be extended if there are sound educational reasons for doing so. Any additional hours, including those worked from home or other organisations with the permission of the Field Educator, may be included. If the organisation does not have time sheets, use the time sheet contained in the forms section of your Interact 2. You may use an agency tool for recording your attendance provided it can be confidentially copied for your records. i.e. workplaces that have a common sign in book should not be copied and if necessary you may need to use a personal recording system in addition to the agency one.

# Planning your Diversional Therapy Field Education Experience

There are several ways of planning for your Diversional Therapy Field Education:

- Think about the kinds of learning experiences you need which will point you towards the sorts of diversional therapy in which you are interested.
- Assess your existing skills and identify gaps which will make you more employable.
- Another important aspect to think about is the sort of Field Educator and type of supervision which will work best for you.
- A good place to start when planning your placement is to identify your existing skills and strengths.
- [Workplace Learning Website](#)

# Contact Procedures

## Academic enquiries

Please contact the following staff for any placement or subject content enquiries:

### **Field Education Coordinator/Academic Lead: Serena Mathews**

Email [smathews@csu.edu.au](mailto:smathews@csu.edu.au)

Phone (02) 6933 4352

Campus: Wagga Wagga

Building/Room number: 26/143

## Workplace Learning Office

The Workplace Learning Officers are available by phone from Monday to Friday.

Email: [HumanServices-WPL@csu.edu.au](mailto:HumanServices-WPL@csu.edu.au)

Phone (02) 6933 2784

Campus: Wagga Wagga

Building/Room number: 26/147/148

### **Subject Coordinator: Lindl Webster**

Email: [liwebster@csu.edu.au](mailto:liwebster@csu.edu.au)

# Text and Learning Materials

## Required reading / resources

Core and supplementary readings are supplied on the Interact 2 subject site.

## Recommended reading / resources

Baird, BN (1999) *The internship, practicum, and field placement handbook: A guide for the helping professions (2<sup>nd</sup> ed)* New Jersey Prentice Hall.

Cooper, L & Briggs, L (2000) *Fieldwork in the human services*. St. Leonards: Allen and Unwin.

Cleak, H & Wilson, J (2013). *Making the most of field placement (3rd ed.)*. Australia: Thomson.