



Charles Sturt
University

PHS249
Integrating Physiotherapy
Practice
Workplace Integrated Learning
Handbook 2024

Session 202460

School of Allied Health, Exercise and Sports
Sciences
Charles Sturt University

Manual prepared and compiled by Dr Rosemary Corrigan ,Kelly Woosnam and Brendan Ware
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How to Contact Staff at Charles Sturt University



Questions or concerns with respect to workplace learning may be directed to the following staff:

- If the issue concerns **student performance or the Academic nature of Workplace Learning** please contact **Rosemary Corrigan**, the Workplace Learning Coordinator.
- If the issue concerns the **Administration of Workplace Learning**, including rescheduling dates, please contact the Workplace Learning Officers.

Name	Position	Phone / Email
Dr Rosemary Corrigan	Workplace Learning Coordinator (Academic) (Albury Campus) Monday – Friday	Phone: 02 6051 9206 Email: rcorrigan@csu.edu.au or SAHESS-PHYSIO-WPL@csu.edu.au
Kelly J Woosnam	Lecturer in Physiotherapy/ WPL Academic Team (Port Macquarie Campus) Monday – Friday	Phone: 02 55341532 Email: kwoosnam@csu.edu.au or SAHESS-PHYSIO-WPL@csu.edu.au
Brendan Ware	Lecturer in Physiotherapy (Orange Campus) Monday – Thursday	Phone: 02 6365 7279 Email: bware@csu.edu.au or SAHESS-PHYSIO-WPL@csu.edu.au
Lorraine Bennet	Professional Work Integrated Learning Team (All Campuses) Monday - Friday	Email: FOSH-WPL@csu.edu.au All student email inquiries need to contain the following in the Subject heading: Student ID, Student name and Discipline
CSU Emergency Contact	Campus Security	Phone: 1800 931 633 CSU Emergency Management page: www.csu.edu.au/division/facilitiesm/emergency-management
CSU After Hours Crisis Support Contact		Phone: 1800 572 516 Text: 0480 087 002 www.csu.edu.au/current-students/safety-wellbeing

Charles Sturt University Work Integrated Learning Physiotherapy Calendar

	Nov 2023	Dec 2023	Jan 2024	Feb 2024	March 2024	April 2024	May 2024	June 2024	July 2024	August 2024	Sept 2024	October 2024	Nov 2024	Dec 2024	
2 nd Years	Block 9A 30/10/23 – 10/11/23		Block 9D 08/01/24-19/01/24										Block 9A 28/10/24 – 08/11/24		
	Block 9B 13/11/23 – 24/11/23		Block 1A 22/01/24-02/02/24										Block 9B 11/11/24 - 22/11/24		
		Block 9C 27/11/23 – 08/12/23		Block 1B 05/02/24-16/02/24										Block 9C 25/11/24-06/12/24	
4 th Years	Block 9 (2023) 30/10/23-01/12/23		Block 1 22/01/24-23/02/24												
				Block 2 26/02/24-29/03/24		Block 3 01/04/24-03/05/24									
						Block 4 06/05/24-07/06/24									
							Block 5 10/06/24-12/07/24								
								Block 6 15/07/24-16/08/24							
									Block 7 19/08/24-20/09/24						
										Block 8 23/09/24-25/10/24		Block 9 28/10/24-29/11/24			
	University Dates					Session 1 classes commence 26/02/24	Session 1 Mid-Session break 08/04/24-19/04/24		Session 1 Exams 03/06/24-14/06/24	Session 2 classes commence 08/07/24	Session 2 Mid-Session Break 19/08/24-30/08/24		Session 2 Exams 14/10/24-25/10/24		
									Mid-Year Break 17/06/24-05/07/24						

Introduction

The purpose of this manual is to outline the procedures for 2nd Year Work Integrated Learning in the Physiotherapy Undergraduate Program at Charles Sturt University (CSU). Information is provided 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 an experience. This assessment manual should be read in conjunction with the Faculty of Science and Health Allied Health WPL Guidelines. Students should read this manual and the subject outline for PHS249. Additional information is also available at <https://science-health.csu.edu.au/workplace-learning/ahess/physiotherapy>

Clinical education forms part of the Physiotherapy course in the second and fourth years of the program. It is the aim of the course to provide students with a broad range of workplace experiences over the four years of the course. The role of the clinical experience is to provide students with the opportunity to consolidate knowledge and skills in the clinical environment.

Learning Outcomes

On successful completion of this subject PHS249, students should

1. demonstrate the concept of strengths-based knowledge and communication, evaluate their communication skills with a particular focus on culturally respectful, ethical and responsive communication, and develop strategies for improvement through self-reflection;
2. examine the culture of physiotherapy, and analyse the impact of this service experience for First Nations peoples;
3. plan and perform foundational orthopaedic, cardiorespiratory and neurological physiotherapy person-centred and evidence-based assessments and treatment skills including the use of exercise in rehabilitation;
4. use clinical reasoning processes to explore and explain assessment findings and document these findings;
5. apply ethical, safe and effective physiotherapy management for people from rural and remote settings using e-health technologies such as telehealth;
6. demonstrate professional behaviour appropriate to physiotherapy and working in interprofessional contexts, including critical appraisal and reflection; and
7. achieve a satisfactory rating for all competencies listed on the experiential learning assessment evaluation form

Charles Sturt University Physiotherapy Graduate Attributes

A graduate of the Charles Sturt University undergraduate physiotherapy program should meet the **Australian Physiotherapy Standards**. Charles Sturt University aims to produce graduates who are:

- well-educated in the knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession;
- capable communicators with effective problem-solving, analytical and critical thinking skills and can work well both independently and with others;
- are digitally literate citizens, able to harness technologies for professional practice and participate independently in online learning communities;
- value diversity and the 'common good' and work constructively, respectfully and effectively with local and global and virtual communities and workplaces;
- engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous Australian communities;
- 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", and
- critically appraise and continue to develop personal and professional capabilities

Information for Clinical Educators

Overview of Work Integrated Learning at Charles Sturt University

Students undertake work integrated learning (WIL) during 2nd, and 4th years of the undergraduate physiotherapy course. Work integrated learning experiences are diverse and may include experiences in musculoskeletal, neurological, cardiorespiratory practice across the lifespan and in a range of clinical settings (e.g. hospital inpatient settings, hospital outpatient settings, private practice settings and community settings).

Workplace learning for physiotherapy students at Charles Sturt University (CSU) is designed to prepare students to manage clients with a diverse set of needs and of varying complexities. This aligns with the introduction of case based learning (CBL) subjects across each year of the course. To ensure that students are allocated to a range of conditions and settings during their workplace learning, they must complete a record of workplace learning which is used to individualise placement allocation.

Students completing the 2nd year PHS249 subject, will be expected to undertake an introductory 2 week work integrated learning block (equivalent to 10 days) of approximately 75 hours (35 hours per week). The 2nd Year physiotherapy workplace learning blocks will run in the period covered by **Block 9 (9A, 9B or 9C) of the 2024 clinical calendar or Block 1 (1A or 1B) of the 2025 clinical calendar.**

This placement represents students' first sustained clinical placement experience and provides students opportunities to:

- develop skills in observation, assessment, patient/client interaction and communication with health professionals and support staff; families and other students
- work in an inter-professional role in a health care setting;
- deepen their understanding of the influence of mobility impairments on quality of life for their patients/clients
- develop their understanding of client centred care

The placement is preceded by compulsory and assessable simulation tasks including an interprofessional component.

While undertaking this placement students will be able to:

- develop clinical reasoning skills in relation to the analysis of movement and movement changes secondary to impairment;
- broaden their understanding of physiotherapy interventions designed to facilitate positive outcomes for patients/clients presenting with movement problems;
- broaden their understanding of interprofessional practice

To assist supervisors in the development of physiotherapy practice we have devised the following criteria for workplace learning experiences and would encourage supervisors to use these to assist in planning.

Guide for Supervisors

Planning the placement

Use the following to guide placement set up

- Students are provided with an orientation to the facility and staff;
- Students are provided access to relevant policies and procedures;
- Students are provided with relevant details of the facility OH&S policy and instructed in emergency procedures;
- Students may be included in relevant departmental activities such as in-services;
- Students are provided with access to facilities such as library and computer resources where available;
- Students are provided with a safe and appropriate physical environment for learning, and;
- Students attend workplace learning for a minimum of 35 hours per week. Time away from a clinical placement must be approved by the CSU workplace learning coordinator in consultation with the site clinical educator. For further information on student absence please see <https://science-health.csu.edu.au/workplace-learning/ahess/physiotherapy>

Supervision

- The principal supervisor should have sufficient experience or support to supervise physiotherapy students;
- Where possible the supervisor should provide the student with a placement schedule which details activities such as, but not limited to, meetings, feedback times, educational activities or community based visits.

Learning and Teaching

- Students are provided with a range of learning opportunities from those available;
- The supervisor allocates time to be available for student consultation or direct instruction;
- Students are provided with direction as to accessing learning resources, and;
- The supervisor promotes case discussion as a means of reflection-based learning.
- Students should be encouraged to engage in a process of self-directed and reflective learning while on workplace learning. To facilitate this process, supervisors are asked to discuss students' learning goals and progress throughout the workplace learning experience.

Assessment Guidelines

- The assessment is relevant to the level expected of students;
- The supervisor provides structured formative feedback during the placement and completes a summative assessment at the end of unit
- Where there are multiple supervisors all supervisors have input into the completion of the students mid and final assessment;

- The supervisor notifies the student and university as soon as any concerns arise regarding the student's performance;
- The student may be asked to engage in self-evaluation by completing their own version of the assessment tool prior to formative feedback sessions;
- The supervisor observes the student with a variety of cases and provides timely feedback to the student on their performance throughout the experience,

Pre-Clinical Requirements

IMPORTANT INFORMATION

Workplace Learning is an assessable component of the Physiotherapy Program and it is necessary to attend and pass the clinical component in PHS249 to pass the subject. Prior to attending the clinical placement students are required to complete and provide documentation of all pre-clinical requirements, as listed below, which will then enable them to attend the clinical site.

If the pre-clinical requirements are not completed as set out below, by the due date, the placement will be cancelled resulting in failure of the subject. These requirements are in place because there is a risk to you or the public if they are not completed. These compliance requirements should have been completed in the first year of study by the deadline of the **30th June** in your first year of study.

University Requirements for the Purposes of Privacy and OH&S and NSW Health Preclinical Requirements Include:

1. Australian National Police Check
2. Completed NSW Health Vaccination Record Card for Health Care Workers and Students (**includes Influenza vaccination and Covid19 vaccination**)
3. NSW Health Forms (3) – Code of Conduct, Undertaking Declaration Form (Form 6), Tuberculosis (TB) Assessment Form (Form 7)
4. First Aid Certificate
5. Mental Health First Aid Certificate
6. NSW Working with Children's Check
7. Victorian Working with Children's Check
8. ACT Placements - Working with Vulnerable People
9. Online Training Modules (3) – Child Protection, Manual Handling, Hand Hygiene Training.
10. Mask Fit Testing

The above information is located on the webpage <https://science-health.csu.edu.au/workplace-learning/ahess/physiotherapy> and has all of the compliance requirements on it under the "WPL Requirements" tab. See also <https://www.heti.nsw.gov.au/Placements-Scholarships-Grants/clinical-placements/student-compliance>

Where students are at risk of not being verified and compliant, the Work Integrated Learning Team will contact the students and advise them that they can be precluded from placement. Compliance is a pass requirement for workplace learning at Charles Sturt University.

Failure to present all the above documentation by the **FINAL** pre-clinical check date or to provide evidence that required documentation has been submitted will result in non-allocation of a placement and fail grade being awarded for the subject.

Clinical Briefing Sessions

A Clinical Briefing session will be held to overview the requirements of and preparation for the placement. This session will be available to students on each campus prior to undertaking the PHS249 clinical placement at a date and time to be confirmed.

WIL information will also be available and presented on the Faculty of Science Workplace Learning webpage (<https://science-health.csu.edu.au/workplace-learning/ahess/physiotherapy>).

Student Responsibility

- It is the student's responsibility to remain verified and compliant for the duration of their course, continually checking InPlace, the Work Integrated Learning data management system, that records and compliance status are correct at all times.
- Students may be requested to show evidence of verification and compliance documentation whilst they are on placement. Electronic copies that students, upload to InPlace to their 'My details' section enable storage and access. It is also recommended to take original documents to each placement.
- **If a student is unable to attend a clinical placement due to illness or misadventure the student should contact both the Clinical Supervisor and the Workplace Learning Team before the start of the placement. Send an email to both SAHESS-PHYSIO-WPL@csu.edu.au and FOSH-WPL@csu.edu.au**
- Students are strongly advised to keep a duplicate of all clinical assessment forms and to complete log book entries for all placements completed during the course.
- Prepare for your placement – revise skills particularly documentation, gait assessment and respiratory assessment

Approach to teaching in PHS249 – Integrating Physiotherapy Practice

PHS111 Introduction to Physiotherapy Practice, PHS112 Foundations of Physiotherapy Practice, PHS248 Evolving Physiotherapy Practice and PHS249 Integrating Physiotherapy Practice have been designed from a case-based learning approach (CBL). CBL aims to develop cooperative, long term learning and teamwork skills, with the learning outcomes achieved dependent on the students' ability to identify their own learning goals, pursue and generate knowledge in a group setting and integrate knowledge from other subjects, resources and experiences.

A series of case-based and clinical scenarios are addressed by students through small group tutorials. These are complemented and supported by information provided through resource sessions, practical skills classes and other subjects such as anatomy, physiology and introduction to health and rehabilitation.

Skill Level of Students

By the time students commence their Experiential Learning placement, (PHS249) they will have completed the subjects as listed for sessions 1-4 in the course structure (as outlined in Appendix 6). In particular they have completed the following physiotherapy specific subjects PHS111, PHS112, PHS248 and the academic components of PHS249.



In the PHS111, PHS112, PHS248 and PHS249 subjects, all students will have completed practical sessions on the following basic skills:

- subjective assessment,
- posture assessment and task analysis,
- introduction to normal gait and balance assessment,
- hip assessment,
- knee assessment,
- ankle and foot assessment,
- shoulder assessment,
- elbow, forearm, and hand assessment,
- heat /cold treatments, soft tissue techniques,
- how to teach exercises,
- task specific training,
- exercise prescription,
- exercise for special populations
- EPA competencies for ultrasound, interferential and TENS

In the PHS249 Subject all students will have completed practical sessions on the following basic skills:

- reading basic X rays,
- planning treatment interventions using planning sheet,
- getting a post-operative patient out of bed,
- bed based exercises,
- progression of exercises,
- use of gait aids,
- medico-legal documentation,
- introduction to chest assessment and auscultation



Assessment on this Placement

Assessment of students undertaking this placement should be done with reference to the beginning level skills expected of a second-year student completing their first block placement.

Performance criteria for this placement are provided in [Appendix 1](#).

Students, especially early in clinical placements, are not used to being constantly monitored and assessed. Like all of us, they find this process emotionally challenging and are justifiably anxious. Attention to accurate analysis of learning needs using performance indicators serves to direct their focus away from their anxieties and onto desirable performance targets. Performance indicators provide concrete stepping stones that can help the educator articulate their desire for student success and minimise the distraction of fear of failure.

Responsibility for Student Assessment

Assessment of student performance on workplace learning is conducted by the workplace learning supervisor. The assessment should be completed by the supervisor who assumes primary responsibility for the student during work integrated learning. Input to the assessment by other staff within the facility who have been involved in the education of the students is recommended and desirable.

In order for a grade to be awarded, the University requires the work integrated learning supervisor to provide a detailed report on the students' performance.

Information about the students' performance is provided by forms completed by the supervisor, these include:

- **End of unit assessment forms** – [Appendix 2](#)
- **End of unit summative feedback** – [Appendix 3](#)

Once the University receives the recommended assessment from the work integrated learning supervisor, the relevant Work Integrated Learning Coordinator or Subject Coordinator will either, ratify the assessment, or contact the workplace learning supervisor to confirm the criteria used in the assessment, and the key attributes of the student that were taken into consideration.

Assessment Support for Supervisors

For educators interested in professional development – Three Rivers Department of Rural Health have many resources and training available -<https://threerivers.csu.edu.au/clinicians>

Contact ThreeRiversUDRH@csu.edu.au for additional information.

Additional strategies that are helpful in student assessment include:

- Observing the students' performance with clients regularly. Vary the complexity of clinical situations and scenarios in accordance with individual student capabilities.
- Directly question students to determine knowledge and reasoning;
- Repeatedly sample students' performance with reference to the assessment criteria, and;
- Use other team members to conduct evaluation of the students' performance and compare findings.

Passing this Placement

To pass the placement students must attempt the placement and receive

- a **satisfactory** grade for mandatory safety and professional performance criteria
- an Overall **satisfactory** grade and
- be awarded no more than 2 **unsatisfactory** grades for the remaining performance criteria

A passing level of performance is an indication of Satisfactory on the assessment form.

Where more than 2 unsatisfactory grades are awarded, the University will undertake a moderation process in consultation with the Workplace Educator. This process will ensure the final grade awarded is an accurate assessment of the student's practice.

Students must complete required placement documentation, as per instructions, within 7 days of placement completion. **Students who do not submit placement documentation for this assessment task within the time period will be awarded a fail grade.**

Students Demonstrating an Inadequate Level of Performance

As soon as any concerns arise relating to a student's performance at, or before, the mid-way assessment, then the workplace learning supervisor should immediately contact the Workplace Learning Coordinator. This should occur even if the supervisor feels ultimately that the students will pass the experience.

It is essential that this situation be managed in a prompt, clear and organised way. At no point should either party feel that it is "just a personality clash" or that they are being unfairly discriminated against.

No matter how well this situation is handled, the associated stress for all involved is inescapable. It is possible to minimise this by following the steps given below once the supervisor has identified that there is a significant problem and that the student is likely to be at risk of not meeting the pass requirements for this placement:

1. Contact the Work Integrated Learning Coordinator at CSU

It is essential that skills and behaviours are the focus in all discussions regarding a student's performance. Personality and style differences cannot form the basis of 'at risk'. While these differences can make for very real stress and difficulty, the focus must remain upon the competencies and behaviours that the workplace learning has been designed to develop.

The "Marginal Placement Performance" Form can be found in this Workplace Learning Handbook (see [Appendix 4](#)).

2. Document interactions with the student

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

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

At this point, the supervisor is required to complete and email the **Marginal Placement Performance Form** to the Faculty of Science Workplace Learning Team, FOSH-WPL@csu.edu.au. The Marginal Placement Performance form, must also be signed by the student.

Students should be provided with clear and constructive feedback regarding the areas in which they are at risk of failing to achieve pass requirements both in writing and verbally. In addition, goals for improved performance should be collaboratively developed with the student. A copy of the feedback and goals should be provided to the student, supervisor and workplace learning coordinator.

4. Maintain confidentiality in all aspects of the student's risk of not meeting competencies

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

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

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

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

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

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

Fail Grade Criteria for Placements Undertaken in PHS249

A student will usually be awarded a fail grade when they have not met the minimum criteria specified for the placement, within the usual duration allowed for the placement.

A fail grade will be awarded for the placement if

- The placement is not attempted,
- The student has not provided confirmation of compliance to the discipline workplace learning administration officer by the stated deadline.
- Pass criterion for the placement is not met.
- Online log book is not completed to a satisfactory standard as detailed in the subject outline

A student may fail a placement due to ongoing key learning issues (e.g. inadequate knowledge, poor clinical reasoning skills, lack of engagement or safety), inadequate time for the student to meet the required levels in spite of progressive improvements, unsatisfactory professional behaviour or absence from placement of sufficient duration to not allow the criteria to be met.

Please note that it is important that students who are unable to meet the standards are not given “the benefit of doubt” when assessing.

In the event of a failed placement the student **will** not meet the requirements for passing the subject PHS249. Students should refer to the PHS249 subject outline pass requirements for further guidelines.

Placement paperwork required



By The Educator

Assessment Form –End of Unit

This is based on a students' level of ability, and represents a summation of the students' performance at the time of the assessment. The end of unit grid can be used to provide students with formative feedback on their level of performance in various areas during the placement.

This form is to be completed at the completion of the experience. Only the final assessment will be used to determine the student's final grade.

Summative Feedback -End of Unit

The End of Unit Summative Form should be completed at the end of the workplace learning experience. Where there are areas for development, the educator should identify key areas of performance where problems exist. These performance areas should be related to the assessment criteria and strategies developed to address the problems for the students' next workplace learning experience.

The student and supervisor need to sign the summative feedback forms on completion and each should keep a copy. By signing the form, the student is acknowledging that it is an accurate representation of their strengths and areas for development.

In addition, a copy needs to be forwarded to the Faculty of Science Workplace Learning team

FOSH-WPL@csu.edu.au for administrative purposes.

Supervisor Evaluation- online

The University values supervisors' feedback on the Physiotherapy Work Integrated Learning Program. It would be appreciated if supervisors could take the time to complete the Supervisors' Evaluation Form. This will be an online form and the link forwarded to supervisors towards the end of the placement block. This feedback assists with accreditation by providing external parties feedback on students' knowledge and preparation for clinical practice.

Submit End of Unit Assessment form and Summative Feedback form

Please return completed assessment forms to: FOSH-WPL@csu.edu.au and include in the subject line: **PHS249 Student Name and your Agency Name**



Assessment forms are required to be submitted no later than 7 days after completion of placement to ensure student grades are processed in a timely manner



By the Student

After each workplace learning experience, students must complete the following no later than 14 days after completion of the placement. Instructions on how and where to complete the log book and evaluations will be circulated to students prior to placement

InPlace Log Book

The online client log book allows the student, to indicate the range of client conditions, client details and interventions undertaken whilst on workplace learning. It provides a record for both the student and University of experiences and time spent with clients and in client related activities and is used for accreditation purposes.

The log book is accessible via Inplace – <https://myworkplacelearning.csu.edu.au/>

Please refer to the InPlace Log Book – Quick Reference Guide in this handbook ([Appendix 5](#)). If students require any additional assistance accessing the log book, please contact the FOSH WPL Team immediately FOSH-WPL@csu.edu.au



Students are encouraged to complete log book entries each day of placement. The log book is used to track and monitor students' clinical experiences across all placements.

Student Evaluation- online

Students complete feedback upon completion of their work integrated learning experience. This feedback is now submitted online, details will be provided during your placement on how to access this form via InPlace. Each year summary data from student's workplace learning evaluations is used to provide an overall picture of students' impressions of work integrated learning. This data is provided to supervisors to enable comparison with their feedback and as evidence of placement quality for ongoing accreditation of the physiotherapy program at Charles Sturt University.



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Appendices





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Clinical Educator Appendices

Workplace Learning Forms

For Clinical Educators that have multiple students, please ensure each student's assessment forms are scanned and attached individually.

Return the Workplace Learning assessment forms via email to the Physiotherapy Workplace Learning Team at FOSH-WPL@csu.edu.au



Appendix 1

Definition of Criteria in the Student Assessment Grid

Criteria used in the assessment grid are adapted from the Australian Physiotherapy Competency Standards. The specified level of performance has been developed to represent capabilities desirable for a second year student placement. Descriptors are given as a guide and are not intended to be an exhaustive representation.

Professional Knowledge

Unsatisfactory standard for 2 nd Year	Satisfactory standard for 2 nd Year
<ul style="list-style-type: none"> The student does not demonstrate all capabilities to a satisfactory standard 	<ul style="list-style-type: none"> The student demonstrates safety when requested to assist a patient and seeks informed consent. The student applies knowledge of normal gait when contributing to the management and safety of the patient with mobility problems. The student references current literature when interpreting information from client notes and other sources The student demonstrates clinical reasoning through action and discussion of a patient's presentation The student demonstrates knowledge of common musculoskeletal lower limb and mobility impairments through discussion with their supervisor The student demonstrates awareness and understanding of the impact of chronic disease on mobility. The student acts in an appropriate professional manner always and is respectful of the clinics values and expectations



Communication

Unsatisfactory standard for 2 nd Year	Satisfactory standard for 2 nd Year
<ul style="list-style-type: none">The student does not demonstrate the majority or all capabilities to a satisfactory standard	<ul style="list-style-type: none">The student applies their training in inter professional practice by collaborating with other health professionals.The student is able to adapt their communication style in order to be effective.The student obtains all relevant information from the client, supplementary notes and other staff at an expected level for second year.The student establishes and maintains rapport with the patient at all times.

Application of Skills

Unsatisfactory standard for 2 nd Year	Satisfactory standard for 2 nd Year
--	--





- The student does not demonstrate the majority or all capabilities to a satisfactory standard

- The student provides evidence of safe set up and preparation of the environment at all times.
- The student chooses basic examination procedures and performs them safely, effectively and confidently with minimal prompting required.
- The student is effective and safe in the implementation of basic treatment techniques appropriate for a second year level.
- The student develops SMART goals to guide treatment and evaluate the effectiveness of interventions.
- The student reassess the client to determine treatment effectiveness
- The student shows evidence of reflection and self-evaluation of performance through discussion with the clinical educator.
- The student is able to prepare and present to the educator and then the client a plan for further interventions.



**Appendix 2
Clinical Education Assessment Form-End of Unit**

Professional Knowledge	Performance Satisfactory	Performance Unsatisfactory
The student demonstrates safety when requested to assist a patient and seeks informed consent.		
The student applies knowledge of normal gait when contributing to the management and safety of the patient with mobility problems.		
The student references current literature when interpreting information from client notes and other sources		
The student demonstrates clinical reasoning through action and discussion of a patient's presentation		
The student demonstrates knowledge of common musculoskeletal lower limb and mobility impairments through discussion with their supervisor		
The student demonstrates awareness and understanding of the impact of chronic disease on mobility.		
The student acts in an appropriate professional manner always and is respectful of the clinics values and expectations		
Communication		
The student applies their training in inter professional practice by collaborating with other health professionals		
The student is able to adapt their communication style in order to be effective		
The student obtains all relevant information supplementary notes and other staff at an expected level for second year		
The student establishes and maintains rapport with the patient as required.		



Application of Skills	Performance Satisfactory	Performance Unsatisfactory
The student always contributes to client safety		
The student demonstrates basic examination procedures such as lower limb strength, knee, ankle and hip joint range of motion and sensation testing safely and effectively with minimal prompting required		
The student is effective and safe in the implementation of basic treatment techniques appropriate for a second year level		
The student collaborates on the development of short term and functional goals that reflect intervention outcomes		
The student reassesses lower limb strength, joint range of motion or sensation where requested to determine treatment effectiveness		
The student shows evidence of reflection and self-evaluation of performance through discussion with the clinical educator		
OVERALL GRADE		

Hours on Placement: _____ **No. of days attended:** _____

Clinical Educator's Name: _____ **Student's Name:** _____

Clinical Educator's Signature: _____ **Student's Signature:** _____

Clinical Site: _____ **Date of Placement:** _____





Appendix 3

End of Unit (Summative) Feedback Form

Student Name: _____

Facility: _____

Dates of Placement: _____ Days Absent: Total Hours: _____

Please allocate a percentage to the core areas of education experienced during the assessment period:

Musculoskeletal: _____ % Cardiorespiratory: _____ % Neurological physiotherapy: _____ % Other: _____ %

Clinical Educator's comments

Student Strengths:

Areas to be improved and strategies for improvement:

Whilst a student may achieve a Satisfactory grade on completion of the unit, if there are any areas of the student's performance you would like followed up by the University, please outline them in the table below. If you complete this section the University will meet with the student and discuss the areas of concern and formulate a plan of action to be followed by the student. You will be notified of the action put in place by Charles Sturt University.

--

Clinical Educator Signature _____ Date / /

Student Signature _____ Date / /





Appendix 4

CONFIDENTIAL

Marginal Placement Performance Feedback

Student name: _____

**Supervisor(s)
name(s):** _____

**Phone
number:** _____

**Phone
number:** _____

**Facility
Name:** _____

**Facility
Address:** _____

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

Proposed strategies to address concerns





Marginal Placement Performance Feedback cont:

Time lines for review of students performance towards addressing concerns

Please ensure that the student is aware that their current performance level is marginal and may be at risk of not meeting the requirements of the placement.

Your signature: _____

Date: / /

Student's signature: _____

Date: / /

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

Once completed please email this form to rcorrigan@csu.edu.au & FOSH-WPL@csu.edu.au



Appendix 5: Student Appendices



InPlace Log Book

Quick Reference Guide for Physiotherapy Students

Introduction

This guide will provide information on how to login to [InPlace](#) and how to complete your log book details with all of the information that is available on this platform.

▲ Log into [InPlace](#)

Accessing Log Book – 2 methods

1. Select outstanding Log Book to complete in the to Do list
2. Select the placement in the Confirmed panel menu and go to the Schedule tab

How to complete your Log Book

1. To view or edit the Date of your Log Book entry, select the Log Book icon in the action column
2. Once you have navigated to your Log Book entry, please complete the following actions:
 - a) Enter Start and End time using 24hr format - (Timesheet area)
 - b) Populate Client details, no names or identification is used. Populate the Setting/Condition - there are **8 options for Setting** (location of placement e.g. hospital, school) and **9 options for Condition** (e.g. neurological rehabilitation)
 - c) Add Intervention as required (13 options)
 - d) Add Intervention Type **Direct** - is with a patient (F2F) or group of patients ([e.g.](#) falls class), **Indirect** - non-treatment e.g. staff/student education
 - e) Add Additional Comments

Functions available for Log Book

1. Reset - to clear your entry and start again as required
2. Copy Session - allows you to copy information about a client to another day as required
3. Add Session - use this function to add additional client
4. Save as Draft - enables you to save information entered and return at a later date to continue
5. Submit - All entries must be submitted for approval by the University
6. Withdraw - becomes available after you have submitted, enables you to withdraw your Log Book if editing is required. This cannot be withdrawn if it has already been ratified

A member of the WIL team may contact your supervisor to discuss any entries or request that entries be revised where there is concern about the accuracy of the log book entries made. It is compulsory to complete the [log book](#) for each day of placement including days absent.

FAQ

1. Add Start and End times to all entries (including days absent)
2. You are required to enter the days that you have [Log Book](#) entries
3. You are not required to download or print your Log Book
4. You are not required to have your supervisor sign your Log Book.
5. You are not required to upload your Log Book to [InPlace](#)
6. You are required to submit all log book entries by last day of placement

Contacts:

Name FOSH-WPL@csu.edu.au



General Appendices



**Appendix 6
Physiotherapy Course Structure 2024**

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Session 1	Session 3	Session 5	Session 7
BMS171 Introduction to Functional Human Anatomy	PHS248 Evolving Physiotherapy Practice	PHS301 Acute Care Physiotherapy Practice	PHS416 Physiotherapy Competency Placement 1
BMS161 Health & the Human Body – Cells, Immunity & Musculoskeletal	HIP202 Research for Health Practice	PHS318 Fundamentals of Adult Neurological Physiotherapy Practice	PHS417 Physiotherapy Competency Placement 2
HIP 101 Introduction to Health & Rehabilitation	BMS271 Functional anatomy of the head, neck, pectoral girdle, and upper limb	PHS313 Foundations of Musculoskeletal Physiotherapy Practice	PHS418 Physiotherapy Competency Placement 3
PHS111 Introduction to Physiotherapy Practice	BMS263 Pharmacology for allied health professionals	Elective (Pass stream) Or HRS411 Science Honours Research Foundations	HIP302 -Understanding Health Communities Or HRS434 -Science Honours Research Completion
Session 2	Session 4	Session 6	Session 8
BMS172 Functional Anatomy of the vertebral column, pelvic girdle, and lower limb	BMS255 Neuroscience for Health Practice	<i>(Honours Students)</i> HRS422 Science Honours Research commencement	HLT417 Indigenous perspectives on health and well-being PHS424 Physiotherapy Capstone Placement
BMS162 Health & the Human Body – Cardiovascular, renal, and respiratory	PHS249 Integrating Physiotherapy Practice	PHS329 Supporting participation: physiotherapy across the lifespan	PHS419 Physiotherapy competency placement 4
PHS112 Foundations of Physiotherapy Practice (completed)	PSY111 Foundations of Psychology for Health and Human Services	PHS314 Musculoskeletal Physiotherapy Practice	OR HRS451 Honours Stream Health Honours Project/ Dissertation
		PHS350 Integrated Chronic Health Condition Management	HIP423 Transition to Physiotherapy Clinical Practice [PHS401]
		PHS306 (not honours students) Exploring the Breadth of Physiotherapy Practice	





Charles Sturt
University

IKC100 Indigenous Health	EHR202 Human Exercise Physiology		PHS404 Pass Stream/ PHS405 Honours Stream Transition to Physiotherapy Clinical Practice [PHS401]
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