



Student Manual for Clinical Education

# PHYSIOTHERAPY

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## 1.0. Contacts

### 1.1. University of Tasmanian Staff

Lead – Physiotherapy Clinical Education

Person in Role: Romany Martin

Administration Officer, Tasmanian Placements

Person in Role: Natalie Lucas

Fieldwork Coordinator, School of Health Sciences

Person in Role: Johnson Lock

Unit Coordinator, PEP Units

Person in Role: Variable, Person who Unit Coordinates the associated Professional Experience Placement (PEP) Unit.

### 1.2. Tasmanian Health Service Staff

THS North – Clinical Lead (Education and Support)

Person in Role: Kat Swatten

THS North-West – Clinical Lead (Education and Support)

Person in Role: Cat Hill

THS South – Clinical Lead (Education and Support)

Person in Role: Clare Wiltshire

***To meet with any staff, appointments are necessary.***

## 2.0. Role Descriptions

### 2.1. What is the role of the Lead for Physiotherapy Clinical Education?

The physiotherapist appointed to the Lead for Physiotherapy Clinical Education role:

- Is the primary point of University contact for students and clinical educators for matters related to clinical placements.
- Assists PEP Unit Coordinators in the preparation of students transitioning to clinical practice. A PEP Unit references any units at UTAS that have a clinical placement associated with them.
- Manages student clinical programs to provide a range of clinical practice experiences.
- Manages relationships with placement providers and clinical education partners.
- Provides education and training to clinical educators.
- Liaises with clinical educators during student placement experiences providing support to assist students and clinical educators to optimise learning opportunities.
- Provides guidance to clinical educators and students regarding the assessment process.
- Monitors the quality of the learning experience.
- Facilitate external relationships to develop new placement opportunities.
- Ensure that PEP unit coordinators have APPlinkup.
- Establish the availability of workplaces to provide placements and communicate what placement are available to the Administration Officer for Tasmanian Placements and the Fieldwork Coordinator for the School of Health Sciences.

## 2.2. What is the role of the Fieldwork Coordinator for the School of Health Sciences?

The person appointed to as the Fieldwork Coordinator for the School of Health Sciences, will:

- Collates students' preferences for clinical placement timing and location through the online form, titled Student Preferences Form.
- Supports students' wellbeing in multiple ways during clinical placement, ranging from site visits where time permits, to zoom sessions and email check ins.

## 2.3. What is the role of the Administration Officer for Tasmanian Placements?

The person appointed to as the Administration Officer for Tasmanian Placements, will:

- Support students with compliance for clinical placement, for example Safety in Practice Agreement Form, Health Assessment, National Police Record Check Certificate, Immunisation Record (infectious disease and immunisation status), Working with Vulnerable People (Children) Registration, Safeguarding Children Training Module, and Codes of Professional and Ethical Conduct.
- Upload student placements into InPlace (which is the relevant website where students are informed regarding their clinical placement allocations).
- Manages the legal agreements between the placement providers and the university.

## 2.4. What is the role of the Unit Coordinator for the PEP Units?

The physiotherapist appointed to as the Unit Coordinator for the PEP unit, will:

- Download the results from APPLinkup and input this information into MyLO.
- Provide area specific (i.e., musculoskeletal, cardiorespiratory, or neurological) consultation to students and clinical educators throughout clinical placements when guidance is required.

## 2.5. What contact will I have with the Lead for Physiotherapy Clinical Education?

Students can contact the Lead for Physiotherapy Clinical Education person any point to discuss their clinical education experience or placement program.

Students may also encounter the Lead for Physiotherapy Clinical Education as they visit facilities to offer support to clinical educators. The Lead for Physiotherapy Clinical Education visits facilities for several reasons which may include:

- a routine support visit for clinical educators.
- in response to the clinical educator requesting support.
- a student who requests input from the Lead for Physiotherapy Clinical Education during the placement.
- attending meetings at a facility
- delivering professional development to staff

In addition to providing support for clinical educators, the Lead for Physiotherapy Clinical Education is available to assist students regarding clinical placements. Students are encouraged to contact the Lead for Physiotherapy Clinical Education and arrange a meeting to discuss any:

- Circumstances including injury/illness, emotional/psychological factors, learning difficulties or unplanned events which may impact on completion (part or all) of scheduled clinical placement activity.
- Queries regarding your allocations or clinical placement experience.

## 2.6. How do I contact the Lead for Physiotherapy Clinical Education?

Please refer to the contact details above. The preference is for contact to be **via e-mail**. The Lead for Physiotherapy Clinical Education will attempt to respond within **72 hrs during** normal business hours. If you have not heard back, then please send a gentle reminder e-mail.

The Lead for Physiotherapy Clinical Education is mobile and frequently out of the office. If you need to meet with them in person, please arrange an appointment to be sure of their availability. Alternatively, arrangements can be made to meet via Zoom/ MS Teams which may be more efficient and reduce travel time. Please send through any relevant correspondence prior to assist the Lead for Physiotherapy Clinical Education to familiarise themselves with your situation.

In the event of accidents or incidents occurring outside of clinical practice hours, that will affect attendance or participation in clinical placements, **please notify the Lead for Physiotherapy Clinical Education and your clinical educator PRIOR to the commencement of the next scheduled day of attendance.** The Lead for Physiotherapy Clinical Education may need to adjust your clinical program and communicate with the facility where you are undertaking your placement.

## 2.7. How will the Lead for Physiotherapy Clinical Education get in contact with me?

The Lead for Physiotherapy Clinical Education will communicate with students via your **UTAS email** and MyLO announcements. Please regularly check your **UTAS email** account, including when on 'break' or outside of the usual semester timetable.

The Lead for Physiotherapy Clinical Education may use student mobile phone numbers to SMS or speak directly to a student where a matter requires a more immediate response.

The Lead for Physiotherapy Clinical Education may request a meeting with a student, if needed, to discuss any clinical practice issues. The Lead for Physiotherapy Clinical Education may also meet with students (if able) during a clinical visit. This may require negotiation with your clinical educator to have some time available during clinic hours. Students may be asked to participate in a Video call (e.g., Zoom) during the placement as a clinical placement support measure.



## 3.0. Clinical Placement Information

### 3.1. When do clinical placements take place?

Clinical placements are allocated in set time periods (National Blocks). These blocks are aligned with other Australian Universities and therefore placement dates are not flexible and are established independently of the UTAS Academic Calendar.

Please refer to communication from the PEP Unit Coordinator for possible dates that your clinical placement might occur.

### 3.2. What do I have to do to be compliant for clinical placement?

Pre-placement requirement information is available through the [College of Health and Medicine Professional Experience Placement Website](#). All compliance requirements are outlined on the [compliance page of the website](#).

Please ensure you read and understand the information related to the mandatory requirements and submission of evidence. The timing of compliance with these requirements are detailed for specific placement block compliance is monitored by the Tasmanian Placements team who are able to assist with all compliance related enquiries. The Tasmanian Placements team will notify the Lead for Physiotherapy Clinical Education if you are not compliant with the specified requirements, and you will **NOT be permitted to undertake a clinical placement** until you can demonstrate compliance as per the placement requirements.

Failure to comply with these requirements may delay your graduation as placement providers may not be able to offer you the opportunity to undertake your placement within their organisation.

### 3.3. Where can I access information about my allocated clinical placement?

Placement allocations will be uploaded to InPlace. Please advise the Lead for Physiotherapy Clinical Education about any InPlace issues. Students who have met the compliance requirements set out in the College of Health and Medicine Professional Experience Placement Website can view their most up to date allocations on InPlace at any time.

Please review the placement information (e.g., location, facility contact) and requirements (e.g., Flu vaccination, travel) in InPlace well in advance to your placement commencing. Changes to allocations may occur at any time.

### 3.4. Is there a University policy for clinical placement?

There are several policies and procedures that relate to clinical practice. Please refer to the [College of Health and Medicine Professional Experience Placement Website](#).

### 3.5. Informed consent whilst on Clinical Placement.

As detailed by AHPRA, all physiotherapy students are required to obtain informed consent from clients, in line with the expectations of the profession. Throughout your degree, teaching and learning content has been provided which details frameworks specific to informed consent; processes related to verbal consent, written consent, and implied consent; documentation of consent; and ethical concerns that can arise in health care environments related to consent.

Examples of scenarios where UTAS physiotherapy students are expected to demonstrate competence in consent related processes, include, but are not limited to:

- Obtaining informed consent from a client for their medical records to be accessed, and documenting this using a written consent form in a private practice environment.
- Obtaining informed consent during a treatment session to undertake a mobilisation of a client's joint in a musculoskeletal outpatient setting.
- Documenting a scenario where a client did not provide consent for a physiotherapy treatment session in an inpatient hospital environment.

If your clinical educator has any concerns related to your consent processes, they are advised to inform the Lead for Physiotherapy Clinical Education, and to follow the policy titled '*Safety concerns during PEP*'. Please see the section of this document titled "*Safety concerns during PEP*' under Section 4.5. for further information about this policy.

## 4.0. Assessment

### 4.1. How will I be assessed on my clinical placement?

For UTAS physiotherapy placements, **excluding** the Foundational Placement, students will be assessed using the Assessment of Physiotherapy Practice instrument (APP) to determine clinical practice performance. All APP assessments are completed through a portal called APPLink up.

During the Foundational Placement, a modified version of the APP is used to assess student performance, and this is not submitted or uploaded through APPLinkup.

For information on the assessment process and pass criteria, refer to the unit outline.

### 4.2. What is my role in the assessment process?

Students **are required** to complete their self-assessment via APPLinkup. This includes recording your reflections on your strengths and areas for improvement within each section (Assessment Domain).

Students are expected to use this information to prepare for the mid and end unit assessment feedback discussion with their clinical educator. This includes completing and submitting your self-assessment on APPLinkup prior to the associated feedback session with your clinical educator.

- It is expected students will score 20 APP items at both mid and end unit.
- If any of the 20 items are not assessed, they are marked as NA – rather than being the ‘average’ mark of 2.
- Complete the “Strengths” and “Areas for Improvement” with comments for each APP domain at both mid and end unit.
- Complete the “Overall Comments” at both mid and end unit.
- Rate your overall performance on the placement using the “Global Rating Scale” on the end assessment.
- Reflect on the assessment scores and comments provided by your CE at both mid and end assessments to improve your professional and clinical practice performance where indicated.

### 4.3. I didn't get the assessment outcome I was hoping for, what can I do?

Students may record different outcomes in clinical practice courses from the grades received in preclinical courses. This may be for a variety of reasons. Clinical skills are developed and assessed differently from knowledge acquisition. Demonstrating applied knowledge in a real-world context requires additional skills drawn from personal attributes, interpersonal skills, and life experience. This may be challenging for some students particularly where there is time pressure to respond.

In the event a student does not receive the outcome they were expecting, please;

- Consider the feedback received throughout the placement.
- Reflect on the contributing factors (e.g., personal, academic).
- Consider proactive strategies to approach your learning differently in subsequent placements.
- Contact the Lead for Physiotherapy Clinical Education or course coordinator if you would like to discuss.

### 4.4. What happens if I fail a clinical placement?

Students must pass all clinical placement courses to graduate. A student who fails a clinical placement will need to repeat the entire PEP unit (that the clinical placement was located within) when the unit is next offered. Graduation will be delayed until successful completion of course requirements is achieved.

In some circumstances, it may be appropriate for the student to repeat the isolated clinical placement, without repeating the whole unit – however this is at the discretion of the academic staff and relevant clinical educator/s. It is recommended that students contact the Lead for Physiotherapy Clinical Education in the first instance to discuss the placement outcome. The Lead for Physiotherapy Clinical Education may recommend further discussion with the Unit Co-ordinator or Course Coordinator where additional factors may contribute to the future completion of repeat clinical placements.

Note that your clinical educator will provide recommended assessment scores and unit coordinators will determine the academic grade associated with the placement. Your clinical

educator cannot advise if you have passed or failed the unit. Unit grades will be released with semester grades as per usual process.

Academic administrative processes and program rules apply to failed placement units. Students may require assistance in responding to correspondence received regarding their enrolment or exclusion for a program. Please contact staff at the UTAS Student Advisers through their [online booking system \(appointment hub\)](#) for assistance.

Prior to attempting the repeat clinical placement, students are invited to reflect and plan how they will address the factors that contributed to an unsuccessful outcome. Students will be directed to undertake a reflective task and discuss this with a nominated staff member as preparation for the repeat placement. Notification and instructions regarding the preparation task will be communicated to students after completion of the academic semester, or a comparable timeframe if the clinical placement is outside semester dates.

Further guidance documentation relating to the failed placement will be sent to the clinical educator on the repeat placement as a supportive strategy to target learning.

#### 4.5. In what circumstances might I be removed from placement?

There are two reasons why a student may be removed from a physiotherapy PEP, these being professionalism concerns and safety concerns. Once a student is removed from physiotherapy PEP, the College Level risk assessment process will commence. Some of the aims of the College Level risk assessment process are to protect the student from an unfair dismissal from placement and protect the patients from safety concerns.

##### ***Professionalism Concerns***

For professionalism concerns, a student will be given two warnings and on the third event will be removed from the PEP environment. Examples of non-compliance with expected professional standards include, but are not limited to:

- Wearing incorrect uniform.
- Using mobile phones for personal reasons in public locations (i.e., waiting rooms, nurses stations, etc.)
- Falling asleep or 'dozing' during placement hours.

Each time a student is given a warning by their clinical educator, the clinical educator is required to let the Lead for Physiotherapy Clinical Education know via email that this has occurred.

### ***Safety Concerns***

Safety concerns are different to professionalism concerns in that, if a student exposes a client to the potential for considerable harm – then they will be immediately removed from a physiotherapy PEP. Examples of extreme safety concerns that would result in immediate removal from PEP include, but are not limited to:

- Lacking urgency in responding to patient deterioration.
- Not being in a close proximity to patients at risks of falls, when mobilising with them.
- Not having the bed brakes on when standing a patient next to the bed.

For less severe safety concerns that may be able to be mitigated, a student will be given two warnings and on the third event will be removed from the PEP environment. Examples of safety concerns that may warrant a warning include, but are not limited to:

- Incorrect adherence to the Five Moments of Hand Hygiene.
- Not noting a relevant or novel pieces of information relevant to the patient that may inform the direction of their treatment.

Each time a student is given a warning by their clinical educator, the clinical educator is required to let the Lead for Physiotherapy Clinical Education know via email that this has occurred. The severity of the safety concern is assessed by both the CE and the Lead for Physiotherapy Clinical Education.

### ***Procedure when a student is removed from PEP***

In cases where students breach conduct or safety requirements, they can be immediately stood down (removed) from the PEP facility pending investigation under the following process. The process can be found in the document titled [Professional Experience Placement Risk Management Process](#).

## 5.0. Clinical Placement Allocation

The clinical practice program for each student is complex. The Lead for Physiotherapy Clinical Placement must ensure each student experiences a range of settings, sectors, and areas of focus to develop the necessary clinical learning and competence that enables Physiotherapy registration in Australia.

The Lead for Physiotherapy Clinical Placement considers the preferences you indicated on your **Student Preferences Form** when allocating your program and will continue to refer to this throughout the year when changes are necessary. Please advise if these details change. **Please note students may not receive all their requests/preferences.**

The student preferences form will be sent to you by the School of Health Sciences Field Work Coordinator. This is an online form that you will complete for each clinical placement.

Remember, changes can occur to your placement program throughout the year. In some circumstances, your non-placement periods may be moved to accommodate placement changes. Please be mindful of this when planning non-placement activities. Flexibility is necessary for the allocation of a balanced and appropriate placement program. The physiotherapy program expects students are available for all standard placement blocks.

To ensure you have a diverse and wide-ranging clinical experience encompassing supervision from a variety of educators, you will be expected to complete a placement in a location different to the location that you are enrolled in. For example, Hobart students will be required to complete one placement outside of Hobart. The Foundational Placements (the two placements that are both two weeks in length) do not count as being the placement outside of your enrolled location. This is for multiple reasons, including that these placements are not accessed using the APP.

### 5.1. Perceived or actual conflicts of interest

Part of the Student Preferences Form that you will complete prior to each clinical placement, is a section titled “Perceived or actual conflicts of interest”. It is your responsibility to disclose any perceived or actual conflicts of interest via this form, or by contacting the Lead for Physiotherapy Clinical Education via email.

Conflicts of interest can be perceived or actual situations where an individual or workplace faces competing loyalties or obligations that could compromise their ability to act impartially.

Perceived and actual conflicts of interest differ in terms of the perception and reality of the conflict, but both can have implications. A perceived conflict of interest exists when there is a reasonable belief that a conflict may be present, even if there is no concrete evidence of bias or impropriety. An actual conflict of interest occurs when an individual or entity is in a position where their personal interests could unduly influence their professional or official duties.

Examples of a conflict of interest that would be relevant to declare in your Student Preferences Form include, but are not limited to:

- Being allocated a clinical placement in a workplace, in a business, or with a team that you have previously or currently work with/for.
- Being allocated a clinical placement in a workplace, in a business, or with a team where a family member or close friend works.
- Being allocated a clinical placement in a workplace, in a business, or with a team that is owned by a family member or close friend.

Once you have disclosed the perceived or actual conflict of interest, the university, the workplace, and yourself can manage this appropriately. If you do not declare a conflict of interest on your Placement Preference Form (you had forgotten, the conflict of interest had arisen since the time you completed the form, etc) – this is alright – providing that you contact the Lead for Physiotherapy Clinical Education to inform them of the conflict of interest in a timely manner. An assessment can then be made about your attendance at that placement location; however, alternate arrangements may have to be made.

If you not to disclose an actual or a perceived conflict of interest prior to a placement, then you may have to repeat the placement at a different location as the validity of the assessment of your performance during the placement may have been compromised.

## 5.2. Why do students' clinical programs get changed?

Circumstances for students and facilities may change throughout the year, resulting in unavoidable changes to students' programs. The Lead for Physiotherapy Clinical Placement minimises changes whenever possible.

When relevant, the Lead for Physiotherapy Clinical Placement may contact you to discuss the proposed changes. However, at times, changes must be made without consultation with the student to ensure all students remain on track to graduate at the end of the year. It is the student's responsibility to regularly monitor InPlace for their allocations.



The Lead for Physiotherapy Clinical Placement ask for your patience, understanding and co-operation during any required changes. Please appreciate the Lead for Physiotherapy Clinical Placement only makes changes that are necessary and unavoidable.

### 5.3. What if I'm unhappy with my placement allocation?

Students are not permitted to negotiate or alter the allocated program. Any requested alterations must be raised with the Lead for Physiotherapy Clinical Placement through submission of a **Change of Placement Request Form** which can be found in the 'clinical placement information' folder in MyLO. If you need to request a change, please complete the 'Change of Placement Request Form' and return to the Lead for Physiotherapy Clinical Placement. Requests must be received by the Lead for Physiotherapy Clinical Placement in advance of the relevant placement.

All requests will be considered, and **students should note that it may not be possible to action their requests**. The Lead for Physiotherapy Clinical Placement will follow up with students if they are able to facilitate the requested changes. Any changes will be actioned in the preceding placement block. No requests to change outside of this process will be considered.

Please consider that if changes are made to one student's program it may have a follow-on effect to other students' programs, so we are limited in the changes we can make.

### 5.4. Can I swap my allocated placement with another student?

In some circumstances it **may** be possible to swap an allocated placement with another student. If you wish to swap with another student, please notify the Lead for Physiotherapy Clinical Placement. Both students need to complete a 'Change of Placement Request Form' and submit to the Lead for Physiotherapy Clinical Placement for the request to be considered. The Lead for Physiotherapy Clinical Placement will consider the balance of both students' clinical programs before deciding the proposed swap. If approved the Lead for Physiotherapy Clinical Placement will re-allocate the relevant placements. **Not all swaps can be approved.**

## 6.0. Planning for clinical placements

### 6.1. When should I contact my clinical placement facility?

Contact your specific clinical educator **no later than four weeks prior** to the clinical placement. The clinical educator contact details are provided with your placement allocation information on InPlace.

Some sites will specify pre-placement instructions. Please ensure you allow sufficient time to comply with the requirements/instructions.

Some additional information may be provided by specific sites such as an orientation document or resources and pre-reading. These may be emailed to the student by the facility or could be uploaded to InPlace and attached to the placement information. As indicated earlier, students should regularly review the clinical placement information available on InPlace to access the most recent updates.

It is important that students refer to all information provided before commencing placements and follow any specified directions.

### 6.2. What else do I need to organise before placement?

The following will assist students prepare for and optimise their learning experience.

Prior to placement, please ensure that you;

- Review any relevant prior learning, pre-reading or preparation information about the clinical placement that has been provided to you.
- Plan and organise your transport to and from facilities for the duration of the placement. Note that some placements may require transport between multiple sites or suggest students have access to a vehicle.
- Adjust any personal commitments that will impact on your ability to attend clinical placements during expected contact hours (e.g., work, sporting commitments).
- Acquire any equipment, if necessary (e.g., stethoscope), in consultation with your clinical educator.

- Monitor your compliance requirements and any other specified placement requirements to ensure adherence and that your compliance does not become invalid during your placements.

*Note: you may be asked to provide evidence of your compliance please ensure your evidence record is complete and available if requested.*

## 7.0. Insurance, risk, and incidents

### 7.1. Do I have insurance cover while on clinical practice?

Provided you are enrolled in the appropriate units, are undertaking learning that is approved by UTAS and you are not being paid while on your clinical placement, you are covered by the University insurance. You are not covered when completing activities outside of your approved allocated clinical placements (e.g., independently arranged work experience or volunteer work).

### 7.2. What should I do if I'm involved in an accident or incident?

Adhere to specific facility policies and procedures (these should be identified during the facility orientation at the start of the placement). Report all incidents/accidents to the clinical educator and notify the Lead for Physiotherapy Clinical Placement.

### 7.3. What if I can attend clinical placement but can't do everything that's required of me due to an injury/illness or other limitation?

If you are declared unwell/unfit to fully participate in clinical placement activities for an extended period of time or require functional restrictions or reasonable adjustments following an injury/illness to enable recovery, clearance to re-commence clinical practice must be provided from the appropriate medical practitioner. Please discuss with the Lead for Physiotherapy Clinical Education.

Wearing splints, moonboots, braces, and use of walking aids as part of rehabilitation from injury may have risk management implications and **must be brought to the attention of the Lead for Physiotherapy Clinical Education**. Your continued attendance with or without modifications/support strategies will be discussed with your clinical educator and you will be advised by the Lead for Physiotherapy Clinical Education of the any adjustments. Each student circumstance is considered individually.

During clinical placements it may be necessary to assess the risks associated with known impairments. The clinical educator is responsible in overseeing your ability to undertake

assigned tasks. If either you or your clinical educator identify that you are limited in your capacity to undertake the full duties assigned to you, you or your clinical educator will be required to inform the University and commence a risk assessment process. The risk assessment process enables you and your clinical educator to evaluate the risk that presents to the student, client, organisation, or other personnel.

Risks may include (but are not limited to):

- Illness or injury
- Emotional distraction
- Excessive fatigue
- Under the influence of substances or medication affecting performance

As part of this process an action plan will be completed in response to the risk identified. This may include some modifications to duties or in some cases, non-attendance until the limitation has resolved and the risk to patient, self or workplace is reduced.

*Note: Students must demonstrate their fitness to undertake clinical practice and will be asked to provide medical clearance in the event of injury/illness.*

## 8.0. Expectations during clinical practice

### 8.1. What is expected of me whilst on clinical placement?

As a physiotherapy student, your behaviour in clinical practice is vital to your development as a member of the physiotherapy profession. It is expected that you operate within the boundaries of your role as a student physiotherapist as guided by [AHPRA](#).

In addition, students are expected to accept a level of responsibility in managing the caseload and care provided to clients assigned to them and to communicate with the clinical educator if unable to undertake these.

### 8.2. What does professional behaviour look like?

Whilst you are on clinical placement, the expectation is that you behave professionally and in a manner that ensures respect for your patients, your colleagues, and yourself in line with the expectations set by AHPRA. Professionalism is conveyed through multiple ways, some of which include:

- Appropriate uniform and appearance.
- Following reasonable instructions and requests.
- Acknowledging and responding to feedback in a respectful manner.
- Timely attendance.

### 8.3. What does professional phone use mean?

Professional behaviour with mobile phones must align with the expectations set by the clinical education provider; if mobile phones are not allowed to be carried by staff in that workplace, then the expectation is that you abide to this.

If the clinical education provider supports staff to carry mobile phones on their person, then the university supports students to do so. Acceptable use of mobile phones is restricted to work related activities. Work related mobile phone use may include, but is not limited to:

- Calling a clinical educator on the number that they provide to you to let them know of your whereabouts, or to provide a clinical handover.
- Researching physiotherapy related information (i.e., specific tests, clinical conditions).

Unacceptable mobile phone use during clinical placement includes making or receiving personal calls, or the use of social media.

#### 8.4. Can I take photos on placement?

You must not take photos, videos, or audio recordings of patients in a clinical setting **on your own device**. If you are taking any digital recording of a patient on a workplace owned device, then you must abide by the workplace procedures for digital recording consent and consent for media storage.

If a patient asks you to take a photo or video of them **own their own device**, then the university supports you to abide by that workplace's policy regarding this.

#### 8.5. Can I post about placement on social media?

The university supports a common-sense approach to the use of social media. Social media content that identifies specific workplaces are encouraged to be considered with caution. Social media content that is negative towards, derogatory, disrespectful, belittling, or disparaging towards a person or a clinical placement provider directly breaches the professionalism expectations of the students enrolled at the University.

#### 8.6. What should I wear whilst on my clinical placement?

Wearing a uniform helps to identify you as a member of the professional health care team and as a representative of Physiotherapy at the University of Tasmania. It is important that your behaviour whilst wearing this uniform is reflective of UTAS values and expectations.

The following dress code is required during all clinical placements ***unless otherwise indicated by the facility***. This consists of:

- Approved uniform shirts - navy blue polo shirt with the University Logo/Profession ID visible. **Owning one shirt is not an acceptable reason for not wearing uniform.**
- Long navy or black corporate style pants (Please note that active wear, or jeans is not appropriate attire). OH & S compliance legislation requires footwear to be fully enclosed with non-slip soles and low and stable heel. Acceptable colours are plain navy, black or brown footwear (dual/multi coloured runners or hiking boots are not acceptable).

- Infection control standards mandates that below the elbows should not be covered by clothing and jewellery/watches are not to worn in clinical settings.
- University Student ID badge must be always visible (note any individual organisation ID requirements are to be displayed in addition to University student ID).
- Please present yourself neatly and professionally (e.g., shirt tucked in, collar down and buttoned up, long hair tied neatly up). Be mindful of the environment in which you represent yourself and the University. Clinical Educators have, and will, contact the University if professional appearance and wearing the correct uniform are not adhered to. This may impact on the assessment of your professional practice standards. In some circumstances students may be asked to acquire more appropriate attire before attending their placement.

Students are allowed to approach their clinical educator to enquire about the facility specific expectations. For example, students at some facilities may be able to wear shorts if this is common place amongst other staff at that facility. Students are required to seek permission from their clinical educator prior to any changes to their uniform. The expectation is that the UTAS Physiotherapy Shirt must be worn for the entirety of the students' clinical placement and is not subject to any exemptions that may be made by clinical educators.

### 8.7. What does a typical placement look like?

Each placement is unique in its setting, context, and experience. A range of experiences are allocated and individually balanced for each student program. Students can expect to have varied experiences however all experiences will offer students the opportunity to apply and develop their knowledge and skills learned throughout their academic program.

Clinical placements also present opportunities for students to learn a general skillset that are required for healthcare practice and client & family centred care. Student will learn how to adapt their communication to suit a range of client populations and service settings. In addition, learning how to work in a professional context is as important as specific clinical skills. Time management and decision-making skills will be priority when learning efficient and appropriate client management. Remember these skills require guidance from clinical educators and it is important you seek and respond to feedback to enable growth in these areas.



Students may encounter individually different experiences whilst on placement, even at the same facility. It is important not to compare your experiences with other students and to approach each learning opportunity with an open/growth mindset.

For overarching information on the objectives of the placement course, students can refer to the learning objectives on the PEP unit's Unit Outline.

### 8.8. What hours will I need to attend the facility?

Contact hours will vary between facilities to accommodate service provision. As a guide Monday – Friday 8:00am - 4.30pm (approximately 38-40 hours per week) is a reasonable expectation. Students may need to be flexible to accommodate the variance between facilities. **It is an expectation that students attend all scheduled clinical practice activity.** Please note the following

- Students are expected to be available for five days each week (excluding public holidays). There are no days off either half/full day entitlements during clinical placements.
- Other associated workload requirements, such as reflection tasks, revision and specific preparation activities are expected to be completed independently, for approximately 1-2 hours each day. This work should be completed outside of the specified clinical contact hours and will not be attributed to additional contact time spent during your placement.
- Contact hours may be specified for that facility when you view your allocation. If no start time is indicated, please contact the facility in advance to confirm the start time for the first day.
- There may be occasions where learning opportunities for students are available outside of the standard hours. Attendance at these times may be negotiated with the Clinical Educator. Please let the Lead for Physiotherapy Clinical Placement know if you intend to participate in clinical placements outside of standard hours.
- Some services may operate a 7-day service. If it is a requirement of a placement at a facility that you participate in a shift system, you will be advised either via InPlace or when you contact the clinical educator in advance of commencing the placement.

- If your clinical educator is unavailable to supervise, you may be supervised by another clinical educator, or your clinical educator may allocate relevant non patient contact tasks to be undertaken during this time. It may be appropriate that this is completed offsite. Your clinical educator will discuss details of any such arrangement at the start of your clinical placement. Please note these scheduled tasks/activities will contribute as evidence of learning and be incorporated into your final assessment. i.e., your level of engagement and delivery of outputs related to these tasks.
- Attendance is considered for each day and specific contact hours are not counted i.e., if you miss a half day of scheduled activity this is recorded as 0.5 absent. If you stay back or arrive early to plan or complete tasks these hours are not counted as extra attendance.

### 8.9. What is the purpose of the UTAS tutorials during PEP?

All students are required to attend the UTAS tutorials that are held on Fridays during clinical placements national blocks, irrespective of if your placements include a Friday placement day or not. The tutorial is run by the Unit Coordinator of the associate PEP unit.

During the Friday Tutorials, the Unit Coordinator might provide content specific teaching that informed by feedback from the clinical educators. Additionally, the tutorial provides an opportunity for:

- Feedback about your clinical reasoning processes, and other clinically relevant knowledge, skills, and attributes.
- Reflection on your previous and ongoing learning needs and goals.
- Debrief of stressful or unexpected events or emotions that have occurred.

### 8.10. I have personal commitments that mean I will need to finish my placement at a set time, how can I manage this?

As indicated above contact hours may vary at each facility. When arranging personal commitments students should be mindful of prioritising their responsibilities in completing assigned tasks for each service setting. For regular commitments students should allow for a sufficient time buffer from finishing their placement to commencing their commitment.

Please also be aware that full time clinical practice learning can induce fatigue in some students. Please consider that undertaking commitments in addition to clinical practice demands, may affect performance, health, and outcomes in clinical practice. Students are

expected to manage the above with consideration of the impacts on self, peers, service provider and academic progress.

### 8.11. What happens if I am sick and cannot attend placement?

In the event of an unplanned, necessary absence from an allocated clinical placement, students are expected to:

- Notify and speak **directly** to your clinical educator at, or before, the start of the working day. It is expected that you will convey the reasons for your absence and relay information pertaining to any patient management strategies for that time.
- If the clinical educator is not available at the time of your call, **leave a message including a contact phone number of where you can be reached that day**. You may also contact the Lead for Physiotherapy Clinical Education who will attempt to notify the clinical educator of your absence. In addition, you should indicate when you expect to return to the placement.
- Notify the Lead for Physiotherapy Clinical Education of your absence by recording the time absent in InPlace.
- Present a medical or health practitioner certificate to your clinical educator in the event of illness which necessitates **two or more** consecutive day's absence from the clinic. In addition, please forward a copy of the certificate to the Lead for Physiotherapy Clinical Education.
- Students are not permitted to attend clinical practice during a medically certified exclusion period.
- Some organisations may have quarantine requirements for some illnesses/conditions (e.g., diarrhoea/vomiting/COVID) and you may be required to take additional time off, until considered safe to return.

### 8.12. Will I still graduate if I miss time from clinical placements?

As mentioned above, there is no days off or personal leave entitlement during your clinical practice program. Please ensure you monitor any time absent. Students are expected to take advantage of any opportunities to make up missed time however due to the placement

calendar there is limited capacity to extend your contact time beyond the specified placement dates.

The Lead for Physiotherapy Clinical Education will discuss with the course coordinator and advise students when they are at risk of having missed too much clinical practice contact time. This often occurs towards the end of the program when students have completed all their clinical placements. Students who have had considerable accumulative absence from clinical placement may be required to make up additional time (**minimum 1 week**). The Lead for Physiotherapy Clinical Education must approve the allocation of make-up time. Please contact the Lead for Physiotherapy Clinical Education to discuss options for managing time missed.

In some circumstances a student may miss time in one placement such that the assessment for the placement cannot be finalised until after completion of additional time. **The assessment for this placement will remain INCOMPLETE until finalised.** Please note it may not be possible to finish the placement within the same facility as it was commenced. Lead for Physiotherapy Clinical Education will negotiate an opportunity (location, timeframe etc.) to allow you to complete the placement and finalise the assessment. It may also be possible that alternate learning activity (e.g., project) may be assigned as contributing to the completion of time missed within a specific placement. This will be approved by the Course coordinator on a case-by-case basis.

### 8.13. What should I do if I plan to take time off?

Students are expected to attend all scheduled clinical practice commitments. Where there is a need to be absent for 1 or more days for planned (personal) activity such as a family members wedding, you are required to complete the '**Absence from Clinic Form**' which can be found on MyLO in the 'Clinical Placement information'. Please submit this to the Lead for Physiotherapy Clinical Education.

Students will need to inform the Lead for Physiotherapy Clinical Education of their intention to take time away from clinical placement (by submitting the Absence from Clinic Form), a **minimum of four weeks** prior to the commencement of the clinical placement. The Lead for Physiotherapy Clinical Education and the allocated clinical educator will then negotiate if the placement provider can facilitate these days off, as placement providers often schedule in-services and training opportunities prior to the commencement of the placement.

The decision to be absent from scheduled activities is made by the student and as such any implications on learning outcomes should be understood by the student, before submitting the

'Absence from Clinic Form'. Any learning missed due to absence may impact on overall performance and ability to demonstrate the learning criteria during the placement.

Clinical Educators are not obliged to provide a replacement learning experience. Students are expected to acquire any missed learning independently, in addition to the remaining clinical placement activities. Students **may be required to make up missed time** from clinical placement.

#### 8.14. I have been asked to volunteer at an event as a physio student; do I need to tell UTAS?

Students are not insured for unapproved activity undertaken outside of course requirements. Students should be cautious regarding the expectations of their role within the volunteer activity as students are not permitted to provide physiotherapy advice or treatment unless appropriately supervised and insured.

It is important to discuss insurance arrangements with the event organisers. You do not need to tell UTAS as the activity does not form part of your program of study and therefore outside of any UTAS approved activity.

## 9.0. Student support options

### 9.1. What should I do if I have a health condition or impairment, that may affect my clinical placements?

Students can contact [UTAS Student Support](#) to access services offered by UTAS. These services are free and include online resources and links, counselling, and support, along with the opportunity to customise a support plan which may accommodate needs or modifications to enable appropriate participation in clinical placements.

Please advise the Lead for Physiotherapy Clinical Education if you experience any health-related concerns that may impact on your ability to participate in clinical practice as they can discuss available options.

Where appropriate, it may be recommended for students to initiate a UTAS Learning Access Plan (LAP) through student services. More information about LAPs can be found through the [UTAS Student Portal](#). Any student who has had a previous or current LAP is welcome to contact the Lead for Physiotherapy Clinical Education to discuss the nature of support required and the possible relevance during clinical placements.

### 9.2. What if I do not have a known health condition but am experiencing difficulties or feelings of stress/anxiety during clinical placements?

In general, students should reach out to the Lead for Physiotherapy Clinical Education as soon as they become aware of anything affecting their learning during a clinical placement. The Lead for Physiotherapy Clinical Education will consider any support strategies and facilitate communication between the student and the placement provider. In some instances, students may request to have a temporary break from their placement to address any issues. The Lead for Physiotherapy Clinical Education will discuss available options to accommodate flexibility and support as indicated.

### 9.3. Can I talk to someone if I am feeling stressed, anxious, or overwhelming whilst on placement?

Some students may find the workload or environment associated with clinical practice affects their mental wellbeing. They may encounter challenges that are new or unfamiliar. Student support services at UTAS offer a range of support options for students. This includes phone services which connects directly to a counsellor. More information can be found on the [UTAS Counselling and wellbeing webpage](#).

If students are away from their usual support systems (e.g., on a regional placement) and experiencing distress during their clinical placement, this may be an avenue for support.

### 9.4. What if I struggle to cope whilst on my clinical placements?

Many students will identify with a range of challenges whilst on clinical placements. These will be unique to each student. If a student struggles for any reason while on a placement, please contact the Lead for Physiotherapy Clinical Education for some support options. The Lead for Physiotherapy Clinical Education is your main point of contact and can offer some strategies that may assist student manage perceived challenges. Alternatively, they can connect students with UTAS student services or refer to other agencies for assistance.

### 9.5. What happens if I am unable to continue attending a placement and need to withdraw from the course?

Students are advised to contact the Lead for Physiotherapy Clinical Education to discuss their circumstances. The Lead for Physiotherapy Clinical Education may follow up and arrange a meeting with the student, including the course coordinator as appropriate. It may be necessary to adjust enrolments related to the placement course and further discussion with the College of Health and Medicine may be required.

### 9.6. Raising concerns and complaints (official grievance).

We encourage you to report any concerns or complaints to ensure a safe and fair place for all in the University community. Please refer to the University of Tasmania official grievance and appeals process as outlined on the following website:

<https://www.utas.edu.au/about/safety-security-and-wellbeing/raising-concerns-and-complaints>