

DIVERSIONAL RECREATION THERAPY & LEISURE PRACTICE FIELD EDUCATION AT CSU HANDBOOK

This booklet has been compiled (January 2018) by the Work Place Learning Office to provide an overview of the process of placement.

Updated January 2018

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Acknowledgement

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

Introduction

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

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

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

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

Serena Mathews

Field Education Coordinator / Academic Lead

Explanation of Terms Used In This Document

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

Professional Practice Subject

LES210 Diversional Therapy and Professional Practice

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

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

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

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

Upon enrolment in LES210 (from October onwards) in the subject, registration forms will be forwarded to students. The registration form is a critical tool in Field Education due to the information required and compliance processes attached. Students can be withdrawn from the Field Education Subject for failing to comply with these processes. Once fully registered you will be allocated an Placement Establishment Academic (PEA) who will work with you to set up your placement.

While all attempts are made to locate a suitable placement for you, factors such as availability of placements in your geographical location and agency capacity to take on students are all factors outside CSU's control. If it is likely that you will require additional time for a placement to be sourced, a plan for managing this will be discussed with you by your academic.

Furthermore, while we always source a placement as close to your residential address as possible, obtaining a suitable placement may require you to travel. Your cooperation and understanding around this is appreciated.

Role of Workplace Learning Coordinator

The Field Education coordinator is responsible for the administration of the Field Education program.

Responsibilities include:

- Support and assistance to students, Field Educators, Academic and Administration staff;
- problem solving and mediation if you and/or your Offsite Supervisor or Field Educator have a problem that you can't solve together;
- coordination of academic liaison staff;
- mediating resolutions in cases where difficulties arise in a placement which cannot be resolved by the student, academic liaison staff and Field Educator/s;
- advising academic staff and students about CSU research ethics procedures where necessary; CSU ethics weblink are:
https://www.csu.edu.au/research/ethics_safety/human
- other related administrative duties including finalizing grades.

Subject Coordinator

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

Responsibilities include:

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

Academic Liaison (AL)

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

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

Workplace Learning Office (WPLO)

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

Placement Establishment Academic (PEA)

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

Field Educator(s)/Offsite Supervisors

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

There are 3 possibilities for Field Education arrangements:

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

usually responsible for the professional Diversional Therapy side of the education and support functions of supervision.

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

Placement Requirements

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

Placement Timetable

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

Types of placement settings

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

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

Practice emphasis

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

Direct work includes

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

Indirect work includes

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

Portfolio Requirements

Students are required to produce a practice portfolio consisting of the following:

1. The portfolio requires the student to develop and include the following:

- Signed form from Supervisor/s indicating the student has met the requirements of the items as noted *
- Workplace/volunteer placement information (agency description, hours worked, supervisor)
- Summary of job description/duties
- Student Evaluation

2. DRT client assessment

- the student has observed and been involved in the initial DRT assessment process;
- the student has an awareness of the tools/processes used within the assessment process including social history/life review;
- the student is aware of how the information in the 2 previous points informs care needs;
- the student has been involved in a discussion of identified needs for an individual;
- the student has been involved in and contributed to program development;
- the student has been involved in and contributed to program facilitation;

- the student is aware of progress reporting, when to report progress notes, and how to document day to day interventions;
- the student has been involved in and contributed to program evaluation.

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

- a range of leisure and recreation options or experiences for an individual;
- the use of adaptive devices in meeting individual need/choice;
- resource materials to support a positive experience (inclusive of community resources);
- the incorporation of relational care methods to promote inclusion.

3.Event management for one large group activity special event (e.g. Christmas, Mother's Day etc.), including:

- Planning notes, including how the event came about; demonstrate how the activity is client driven;
- Session/implementation plans; step-by-step process demonstrating how you communicated and co-ordinated with a range of staff, outside support, clients or families;
- Program evaluation (to include reference to resources, staff, timing, risk management, own role).

4.Documentation

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

- portfolio scanned and saved as a word document;
- provide documentations about placement setting to support student own understanding of the host placement and roles within the organisation.

Examples (at least 8) may include:

- workplace forms: incident forms, admissions/referrals/evaluations; client participation record;
- meeting records: agenda, minutes (delete/rule out reference to names) (also personal reflection on conduct and process of meetings/evaluation and suggested improvements on meeting structure/process);
- reports;
- correspondence/communication - letters, emails relating to workplace/DRT duties;

- copies of relevant standards and legislation applicable to the governance of the workplace;
- newsletters;
- media releases;
- funding submissions;
- initial assessment documents/documents referring to meeting cultural and spiritual needs;
- processes to ensure all clients have access to meaningful large, small or 1:1 groups;
- processes or techniques relating to behaviour management for a particular client (describe behaviour and interventions);
- notes or reflection on an effective multidisciplinary intervention for a particular client (describe problem, team intervention and DRT role).

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

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

Placement Establishment

The placement establishment relates to the initial process of placement development. This requires you to:

- provide relevant documentation including material for NSW Health Compliance;
- Student Declaration Form;
- Vaccination and Serology Records;
- Police check;
- Working with Children check;
- Completing relevant paperwork for placement establishment including: Subject enrolment; Field of interest form.

- Enrolment in both Session 1 and 2

After the completed registration requirements your PEA will:

- work with you to locate your placement, having considered your placement needs;
- contact you after you have finalised all your required registration documents for Diversional Therapy Field Education;
- discuss with you any issues or needs you might have in relation to placement;
- formalise the field placement with the placement agency/supervisor;
- advise you of placement establishment by email.

Getting ready for placement: The Compliance Process

As students will be working with vulnerable adults and children, the process of screening is critical. Students who do not meet these requirements are generally unable to proceed onto placement.

Police Checks

Most agencies accepting students on placement require a national police check (also known as a criminal history check). Students need to apply online (below). Print out the confirmation form and take it, along with proof of identity documents, to your local police station and pay the fee. <http://www.australia.gov.au/content/police-checks-criminal-history-records-checks>

If you have already received a police clearance for this course, and it is current, then you do not need to apply again. Police Checks are current for 3 years, and must be valid for the duration of your placement. Once you receive your police check please take a copy and the original to a JP for the copy to be certified, scan and email the copy to the WPLO HumanServices-WPI@csu.edu.au . It must be certified by a JP before we can accept it as part of your registration process.

Working With Children Checks (WWCC) in NSW

Students have to make their own application. You should do this once you have enrolled in your first Field Education subject. The check remains valid for 5 years. There is no fee for students. Fill in an online application form at <http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check>

If you cannot access the online system, call the customer service line on (02) 2986 7627 and an officer will complete the form for you. When you have completed the application, you will get an application number. Verify your identity at a NSW motor registry or Government Access Centre. You will need your application number and proof of identity. Once your application has been processed, you will be notified of the outcome by email or post.

There are only two results of a Working with Children Check – a clearance or a bar. See Fact sheet on website.

Students in other states will need to provide their state equivalent. Links to their state sites are available at <http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check/resources>, scroll to Other States and Territories at the bottom of the page.

If you have questions, please contact the Workplace Learning Office (02 6933 2784). It is possible that an agency may require a different kind of check and you will need to comply with that agency's policy if you wish to undertake a placement with them.

Compliance Process for NSW Department of Health

From 2012 information about all students enrolled in Field Education will be registered with NSW Department of Health. Details will have been emailed to you earlier. If you have not yet returned the requested information please do so as a matter of urgency.

This meets 2 purposes:

- enables registration for Field Education placements in NSW Health;
- meets risk compliance assessment requirements for NSW Health and organisations requiring compliance with these checks.

Students who will undertake their placement outside NSW will have to meet the requirements of their own state. The information below while based on NSW is a good starting point for all Australian states.

Immunisation:

The NSW Department of Health and some other agencies have immunisation requirements for all students on placement. In these organisations a student will be refused a placement if they cannot demonstrate immunisation compliance. Students in other parts of Australia are encouraged to consider these recommendations and seek advice on their immunisation requirements from their own State's Health Department. NSW Health requires the following immunisation for Field Education students:

- Adult Diphtheria, Tetanus & Pertussis (whooping cough)
- Hepatitis B (full details on website noted below)
- Measles/Mumps/Rubella
- Varicella (chickenpox)
- Tuberculosis (required if born overseas in high TB incidence country or lived overseas in a high TB incidence country for longer than 3 months).

It is also strongly recommended that you are immunised for Influenza.

Full information available at: <http://www.health.nsw.gov.au/immunisation/Pages/oasv.aspx>

When you have completed the immunisations and required serologies (blood tests), including having them signed, dated and practice-stamped by the doctor, email a copy to the Workplace

Learning Office along with the other required documents in the Health Package. HumanServices-WPL@csu.edu.au (02 6933 2784). If you are unsure of your immunisation status or have no information regarding your past immunisations visit your doctor and discuss with him.

A student will be refused a placement in all Health facilities if they are not fully compliant with these requirements. If you have specific questions regarding your health status please contact the CSU Health Promotions Officer, Coleen Pearce cpearce@csu.edu.au

Professional Behaviour

Ethical behavior

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

Code of Conduct

As a training professional it is important that you comply with the University's policies around student behaviour as outline previously. In addition, many of you will also need to comply with specific agency code of conduct. Failure to comply can result in an unsatisfactory grade for the subject. This extends to behaviour whilst on the placement and may also include your interactions on social media. Students are strongly advised to review these Codes of Conducts when signing them and to understand their content. For example, you must not name the agency that you are undertaking your placement at on social media or speak or post about them in a negative way. While you may see Facebook as a personal and private place for your thoughts, this is not how placement agencies or potential employees may view this. The CSU student charter can be located at: <http://student.csu.edu.au/study/student-charter>

Occupational Health & Safety

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

CSU has a working/driving hours policy that no more than ten (10) hours per day can be spent in combined work and travel if the person working is also the person driving. Students are required to comply with this policy.

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

Students should notify the University of any incident, accident or potential hazard affecting them on <https://www.csu.edu.au/division/hr/health-safety-wellbeing/accidents-incidents>. Please direct these concerns to your academic liaison.

Equal Opportunity & Anti-discrimination policies

Students are required upon commencing placement to become familiar with the agency Equal Opportunity and Anti-discrimination policy.

Disclosure of personal information

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

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

If you have a condition of any kind (a mental health issue, a learning disability, a hidden physical disability such as epilepsy) that you think might impact either on you, the placement organisation, or your future clients, we advise you to discuss this with the PEA and CSU Disability Support Services before you start a placement. Together you can decide if you need to formulate strategies that will help you to do deal with this, or manage it constructively, throughout your professional career. As part of this discussion, you may decide that either you, the PEA, or both of you, will discuss this with your Field Educator/Supervisors before you begin placement. Students may be required to provide a medical certificate to support work readiness. Past students with a mental health issue have done this successfully, and negotiated, firstly with the Fieldwork Coordinator and later with their placement

The Field Education coordinator is responsible for the administration of the Field Education program.

Privacy Considerations

It is the student's responsibility to determine the necessity for the disclosure. Students may decline to make the disclosure and no inference will be taken from doing so. Students have a right of privacy. Personal information that you choose to disclose to CSU staff will be treated in strictest confidence, unless you give written permission for them to disclose it to another person or placement organisation. This does not apply to information about illegal or unethical behaviour that may impact on your professional work.

If CSU staff feel it is in your best interest, they will discuss with you the possibility of providing the personal details to your Supervisor/Field Educator. Should you agree to do so, CSU will

not disclose any personal information until you provide the permission in writing, and the permission will specify what information, to whom the information will be given, and for what purpose, so that you will know exactly what information is being released. All students are required to sign a declaration form as part of their registration requirements.

This will only occur after the agency has indicated a willingness to offer the student a placement. Where possible it is preferred that you discuss the issue with your PEA yourself. However, sometimes students prefer CSU staff to raise the issue, which they will be happy to do for you.

Student refusal to give permission for disclosure

The student has the right to refuse permission for the Academic Liaison person, or any other CSU staff, to disclose personal information to the placement Field Educator. Any disclosure will only be made with full and written permission.

Sexual Harassment

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

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

Negotiating your placement

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

While we endeavour to source placements for students within the academic year, high numbers of students seeking placements from all universities across Australia and pressure in the field to do more with less, can impact on start and end dates. In some instances, depending on your location it may be difficult to source a placement for you. Your Field Education coordinator is the person to discuss this with. Please remember that CSU is committed to sourcing you a placement and your cooperation and understanding about these issues are appreciated. In some remote locations placements may not be available. CSU will do what we can to support placements, but we are limited by the options available in your community. Canvassing and negotiating placements involves a collaborative process

between CSU, students, agencies, and Offsite Supervisor/Field Educators. The final responsibility for endorsing each placement rests with CSU. Having spent some time thinking about your learning goals and the ideal placement you need, remember that it is not always possible to organise the ideal placement each time. Given the limited number of placement options, especially in rural and isolated areas, and the employment and other constraints of some students, it may not always be possible to meet your priorities.

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

The Placement Process

Step 1

Complete and return your Registration for Diversional Therapy Field Education documents as required. These will be emailed to you following your correct enrolment in the subject. You need to enrol in both sessions as Field Education is a yearlong subject. Once complete, submit your documents as soon as possible to maximise your placement options. Please ensure that you have arranged your certified National Police Check and Working With Children check for NSW (or your State equivalent). The PEA will contact you to begin organising your placement once all your documents are completed. NSW Health documents may be forwarded at any time to the office for verification by the NSW Health.

Step 2

Undertake some preliminary research in your local area to identify potential organisations where you may be able to undertake your field placement. Provide the PEA with initial advice by email about potential placements that match your need.

Step 3

The PEA will contact potential placement agencies on your behalf and will commence negotiations for the field practice. When placement has been provisionally established the PEA will contact you and request that you contact the agency/field supervisor. A preliminary interview must be arranged between student and potential Field Educator. During the meeting, student and Field Educator decide whether the placement would be a suitable learning experience in which agency requirements, student learning needs and constraints, and CSU policy can all be met. If the student and Fieldwork Educator agree on the placement they complete the Placement Negotiation Form and the student returns this to the PEA by email.

Step 4

CSU confirms suitability of the placement with the Field Educator and the WPLO will email letters to all parties (agency, Offsite supervisors, Field Educator and student) endorsing the proposed Diversional Therapy Field Education arrangements and advising of the insurance

cover and parties' contact details. The placement begins on the agreed date. Some Field Educators and students, and some agencies and students are not compatible. If this becomes evident during the preliminary meeting, there is no point pursuing the placement. If, on the other hand, all sides are satisfied that the proposed placement is suitable, the WPLO will email confirmation letters outlined above. The student arrives on the agreed date and the placement is underway.

Step 5

The student and supervisor are to develop a preliminary Learning Agreement outlining learning goals, placement tasks and duties, dates and hours of placement, supervision details and agreement on tasks associated with the Student Portfolio. This is to be agreed with by the University. Once agreement has been confirmed by all parties, the student can commence placement.

Step 6

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

Attendance

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

Record of Attendance

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

Planning your Diversional Therapy Field Education Experience

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

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

Recognition for Prior Learning

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

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

Parcel credit is not award. Students will be provided full credit for their placement or are required to attend the requirements of the subject LES210 and outcomes of the subject. Please contact the Academic Lead for further details.

Contact Procedures

Academic enquiries

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

Field Education Coordinator/Academic Lead: Serena Mathews

Email smathews@csu.edu.au

Phone (02) 69334352

Campus: Wagga Wagga

Building/Room number: 26/143

Workplace Learning Office

The workplace learning officers are available by phone from Monday to Friday

Email: HumanServices-WPL@csu.edu.au

Phone (02) 6933 2784

Campus: Wagga Wagga

Building/Room number: 26/147/148

Subject Coordinator: Lindl Webster

Email: liwebster@csu.edu.au

Text and Learning Materials

Required reading / resources

Core and supplementary readings are supplied on the interact site.

Recommended reading / resources

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

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

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