



# Hartwig Air Policy

59 Anderson Drive, Parafield SA 5109  
Telephone: 08 8258 4244  
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## International Student Orientation Program Policy

### PURPOSE

The Student Liaison Officer purpose is to support international students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

### POLICY

It is the policy of Bruce Hartwig Flying School to provide, as appropriate, internal or external age appropriate orientation for all International training students.

The international Student Orientation Program is additional to and complimentary to BHFS Student Support Services and the Intervention Strategy for students.

The Chief Executive Officer is to authorise all external support services for which BHFS has agreed to bear the cost.

### FRAMEWORK

The overarching framework guiding the professional student liaison services role offered at Bruce Hartwig Flying school is the Model of Human Occupation (Kielhofner 2003), which explores a student's motivation to engage in flight training (ie. study, self-care, leisure), how they structure their time, the physical, mental and communication/interaction skills required to successfully perform at their studies, and the influence of the environment (ie. social, cultural, accommodation, financial) on training.

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RTO NUMBER 4439 CRICOS NUMBER 02845E ABN 87 132 770 480



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## WHAT WE DO

The Student Liaison Officer at Bruce Hartwig Flying School provides confidential personal support, advice and age and culturally appropriate information on issues that can affect study and adapting to life in Australia. Numerous support services include but are not limited to those listed below.

## SETTLING INTO HARTWIG AND STUDENT LIFE

During orientation, each student is met individually by the Student Liaison Officer who welcomes the student and conducts an intake assessment. This process determines any concerns or needs and provides the student with information to facilitate transitioning to life and study in Australia. Learning goals are also determined, documented and reviewed on an as-needs basis or maximum quarterly between the Student Liaison Officer and student. Included in this process is the following:

- Copy of International Student Guide
- <http://insiderguides.com.au/international-student-guides/>
- Orientation checklist (each item to be signed and dated and then stored with their student record file) (see Appendix)
- Diarising individual meeting times for regular catch up with each student to determine individual issues and progress
- Expectations of student role at Bruce Hartwig Flying school (eg dress code, punctuality, and minimum hours per week training requirements)

## PROVISION OF SOCIAL SUPPORT

Having opportunities to socialise and meet new people is paramount to settling into a new environment. Part of the process includes getting to know each student and their interest areas so that a program can be tailored to their individual needs.

- Exploration of student interests via Interest Checklist and linkage to preferred areas
- <http://southaustralia.com/things-to-do/whats-on>
- Information and linkage to community groups
- Connection to places of worship [sacommunity.org/](http://sacommunity.org/)
- Facilitate interaction between international and local students such as arranging informal student outings, BBQ's and other social opportunities
- Hartwig "Buddy" program linking an international student with a local student

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## MONITORING OF HEALTH AND WELLBEING

Settling into a new environment can be daunting for many international students. Adjusting to a new culture and way of living can be challenging thus it is important that each student regularly meets with the Student Liaison Officer who monitors their overall mental health and wellbeing. Included is eliciting feedback from the student regarding his or her progress in the course and to facilitate the process should there be any issues, grievances or complaints regarding the course. This can be done through a variety of means such as:

- Mental state monitoring via standardized assessment tools
- Dass 42 [www.clintools.com/victims/resources/assessment/affect/dass42.html](http://www.clintools.com/victims/resources/assessment/affect/dass42.html)
- Linkage to local culturally appropriate general practitioner where possible
- Linkage to pharmacist or traditional medicine practitioner
- Counselling support regarding family issues back home and homesickness
- Provision of one-on-one support to students in crisis
- Information and assistance regarding substance abuse issues  
<http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/health+services/drug+and+alcohol+services/drug+and+alcohol+services>
- Student feedback

## COMMUNITY SUPPORT

Should any student find themselves in difficulties, the Student Liaison officer can offer support with the following:

- Assistance with housing issues and understanding rights and responsibilities as a tenant.
- Linkage to appropriate legal services if required [sacommunity.org/](http://sacommunity.org/)
- Help with financial problems ie. practical assistance with budgeting or linkage to local community financial services [sacommunity.org/](http://sacommunity.org/)
- Information regarding student visa conditions and school attendance requirements.

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## LEARNING SUPPORT

It is recognised that each student has individual needs to successfully complete their course.

- Arranging further individual tutoring as required
- Feedback on non-flight related Compass results regarding individual strengths and limitations and addressing limitations through goal setting
- Consideration of student-instructor fit
- Exploration of time management style and methods (eg. iPhone, calendar, diary)
- Student feedback regarding course and progress.

## LANGUAGE AND CULTURE

Adapting to language and culture can be challenging for our international students. To assist with this transition, the following is provided:

- Information regarding transport use
- Assistance with language and adapting to Australian English can be arranged via tutor, linkage to language groups or Australian English learning packages such as <http://legacy.australianetwork.com/studyenglish/>
- Tourist/recreation information regarding South Australia
- Information regarding cuisine preferences
- Linkages through to local cultural clubs and groups.

## INFORMATION MANAGEMENT

- Printouts of internet sourced materials are provided to the student, so they receive the most up-to-date information such as the documents referred to via the links above.
- Detailed file notes are kept for inclusion in the student's physical student record. Additionally, file notes and other relevant documentation are scanned and stored in the School's secure electronic document management system with appropriate access permissions to ensure student privacy.
- File notes are printed and added to the student's administration file. It should be noted that any sensitive information would not be included in the administration file rather would be stored in the School's secure electronic document management system with appropriate access permissions to ensure student privacy.
- The school is highly cognisant of requirements under Federal and State Privacy Legislation and ensure that student information is only accessible by authorised personnel in accordance with those legislative requirements.

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## APPENDIX 1 - INTERNATIONAL STUDENT ORIENTATION CHECKLIST

- Meet with Student Liaison Officer
- Go on Campus Tour
- Safety and Evacuation Procedures
- Collect Student ID
- Introduction to Staff
- Enroll in Student Orientation Social Program
- Collect Emergency Contacts Card
- International Student Guide
- Complaints and Appeals Process

## APPENDIX 2 - EMERGENCY AND HEALTH CONTACTS CARD

**Useful telephone number**

**Emergency: 000**  
Police Assistant: 131 444  
Ambulance: 000

After-hours home doctor service: 137 425  
Taxi: 131 018  
Crisis support and Advice: 131 114

**Hartwig Air Support Staff**

Office:	08 82 584 244
Student Liaison Officer, Ken Tung:	04 22 271 366
Director, David Johnston:	04 17 853 695

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## APPENDIX 3 - THE DASS 42

Please read each statement and circle a number 0, 1, 2, or 3 which indicates how much the statement applied to you **over the past week**

The rating scale is as follows:

**0** Did not apply to me at all

**1** Applied to me to some degree, or some of the time.

**2** Applied to me a considerable degree, or a good part of the time.

**3** Applied to me very much, or most of the time.

1. I found myself getting upset by quite trivial things	0	1	2	3
2. I was aware of dryness of my mouth	0	1	2	3
3. I couldn't seem to experience any positive feeling at all	0	1	2	3
4. I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5. I just couldn't seem to get going	0	1	2	3
6. I tended to over-react to situations	0	1	2	3
7. I had a feeling of shakiness (e.g., legs going to give way)	0	1	2	3
8. I found it difficult to relax	0	1	2	3
9. I found myself in situations that made me so anxious I was most relieved when they ended	0	1	2	3
10. I felt that I had nothing to look forward to	0	1	2	3
11. I found myself getting upset rather easily	0	1	2	3
12. I felt that I was using a lot of nervous energy	0	1	2	3

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13. I felt sad and depressed	0	1	2	3
14. I found myself getting impatient when I was delayed in any way (e.g., lifts, traffic lights, being kept waiting)	0	1	2	3
15. I had a feeling of faintness	0	1	2	3
16. I felt that I had lost interest in just about everything	0	1	2	3
17. I felt I wasn't worth much as a person	0	1	2	3
18. I felt that I was rather touchy	0	1	2	3
19. I perspired noticeably (e.g., hands sweaty) in the absence of high temperatures or physical exertion	0	1	2	3
20. I felt scared without any good reason	0	1	2	3
21. I felt that life wasn't worthwhile	0	1	2	3
22. I found it hard to wind down	0	1	2	3
23. I had difficulty in swallowing	0	1	2	3
24. I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25. I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)	0	1	2	3
26. I felt downhearted and blue	0	1	2	3
27. I found that I was very irritable	0	1	2	3
28. I felt I was close to panic	0	1	2	3
29. I found it hard to calm down after something upset me	0	1	2	3
30. I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3

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31. I was unable to become enthusiastic about anything	0	1	2	3
32. I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33. I was in a state of nervous tension	0	1	2	3
34. I felt I was pretty worthless	0	1	2	3
34. I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36. I felt terrified	0	1	2	3
37. I could see nothing in the future to be hopeful about	0	1	2	3
38. I felt that life was meaningless	0	1	2	3
39. I found myself getting agitated	0	1	2	3
40. I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41. I experienced trembling (eg, in the hands)	0	1	2	3
42. I found it difficult to work up the initiative to do things	0	1	2	3

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## APPENDIX 3 - THE K10

### K10

For all questions, please fill in the appropriate response circle. Fill in the circles like this: ●  
Please do not tick or cross the circles.

In the past 4 weeks:

None of the time    A little of the time    Some of the time    Most of the time    All of the time

1. About how often did you feel tired out for no good reason?  —  —  —  —
2. About how often did you feel nervous?  —  —  —  —
3. About how often did you feel so nervous that nothing could calm you down?  —  —  —  —
4. About how often did you feel hopeless?  —  —  —  —
5. About how often did you feel restless or fidgety?  —  —  —  —
6. About how often did you feel so restless you could not sit still?  —  —  —  —
7. About how often did you feel depressed?  —  —  —  —
8. About how often did you feel that everything is an effort?  —  —  —  —
9. About how often did you feel so sad that nothing could cheer you up?  —  —  —  —
10. About how often did you feel worthless?  —  —  —  —

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