



**BOND  
UNIVERSITY**  
FACULTY OF HEALTH SCIENCES  
& MEDICINE

# **Master of Occupational Therapy**

## **Student Practice Education Manual**

## **Practice Education within the Program**

In accordance with the requirements of the Occupational Therapy Council (OTC) and the World Federation of Occupational Therapists (WFOT), the Program includes over 1000 hours of practice education to exceed minimum requirements and to provide you with opportunities to translate theory into practice and consolidate your clinical skills.

Practice education, also known as 'fieldwork' or 'clinical education' is spread throughout the program, from the first semester to the last. The placement requirements will be graded to allow you to develop and consolidate your skills. An overview of fieldwork by semester is provided below in table 1. Please note that paid or voluntary work completed outside of the context of the Program will not be counted towards placement hours but may be valuable for future practice.

While studying the program, the University will register you with the Occupational Therapy Board of Australia as a registered student. This requires you to uphold the standards of practice required by national law to protect the public. For more information about student registration, please visit <http://www.ahpra.gov.au/Registration/Student-Registrations.aspx>. Please note that you do not need to register individually with AHPRA, as this is completed by the University.

<b>Semester</b>	<b>Practice Education</b>
<b>1</b>	<ul style="list-style-type: none"><li>- 2 days observational placement with an OT</li><li>- Accessibility audit of a public location</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>- Experiential learning, simulated patients and case studies</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>- 1<sup>st</sup> block placement (15 days)</li><li>- Fieldwork in every subject which may include in schools, workplace health and community health</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>- 2<sup>nd</sup> block placement (36 days)</li><li>- 8 days of placement as part of New Global OT subject</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>- 3<sup>rd</sup> block placement (48 days)</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>- Service improvement project</li><li>- Advocacy project</li></ul>

**Table 1: Fieldwork by Semester for Master of OT program**

**Table 1 shows progression for September intake**

**May intake will do 2<sup>nd</sup> block placement in Sem 5 and 3<sup>rd</sup> block placement in Sem 6.**

## **Compliance requirements for the program**

Preparation for practice education begins the moment you enter the program. Your priority and responsibility is to make sure that you are compliant with all pre-placement requirements including;

1. Always hold a current and valid Blue Card and NSW Working with Children Check
2. Have a recent National Police Check and notify the university of any changes to your criminal history.
3. Complete all vaccinations. You will be required to produce recent serology results to confirm immunity towards hepatitis B, measles, mumps, rubella, diphtheria, tetanus, pertussis, varicella (Chicken Pox), polio and tuberculosis.
4. Hold a current Provide First Aid (HLTAID003) & Provide CPR (HLTAID001) accreditation.
5. Notify the Academic Coordinator of Clinical Education (Occupational Therapy) if you have health issues or a disability that may impact on your performance during practice education.

**Many of these requirements will need to take place ahead of time and can take up to multiple months for processing.**

A copy of all these documents must be submitted to the Osler system prior to placement. **The due date for all documents to be uploaded will be by the end of week 4 of your first semester.** Failure to submit these documents in a timely manner means that you will not be able to attend placement, and you may be unable to complete the subject and/or program.

For up to date information around the costs associated with clinical placement vaccinations/checks, please see the website below

<https://bond.edu.au/future-students/study-bond/how-apply/fees-costs/other-costs-consider/faculty-health-sciences>

## **What to do to prepare for placement?**

- ✓ Make time to attend the placement e.g. organise child care, advise your workplace. Part time employment commitments are not considered special circumstances and placement location/dates will not be modified to accommodate student work commitments outside of the course.
- ✓ Make transport and accommodation arrangements

- ✓ Contact your clinical educator 2 weeks prior to commencement to introduce yourself and ascertain details such as location, hours of attendance, uniform requirements, parking and other site-specific requirements.
- ✓ Complete any site-specific pre-orientation (e.g., QLD Health or NSW Health online modules)
- ✓ Attend the pre-placement briefing completed by the University
- ✓ Attend site specific orientation day if requested by your placement site
- ✓ Inform the Academic Coordinator of Clinical Education (Occupational Therapy) if you have been allocated to a facility where you have previously or currently work, have a relative working, where you are currently or have previously been in receipt of services from the facility, or have a relative in receipt of services from the facility. These instances will be considered on a case-by-case basis and you may be allocated to an alternative placement.

### **Where will my placements occur?**

Given the range of practice contexts around Australia, there is a strong likelihood that you will be allocated a placement in a regional, rural or other area beyond the Gold Coast region. You should prepare to **attend at least one placement beyond the Gold Coast region** throughout the program. For those students with genuine hardship or extenuating circumstances (carer responsibilities for children or parents, medical/health condition requiring close access to specialists) where you may be unable to attend a distant placement, you will need to negotiate with the Academic Coordinator of Clinical Education (Occupational Therapy) prior to or on commencement of the Program, or as early as reasonably practicable.

Consider applying to the Student Opportunity Fund to help cover some costs associated with placement like fuel, hospital parking fees, tolls, accommodation. See link for more information <https://bond.edu.au/current-students/opportunities/grants-scholarships/student-opportunity-fund>

### **On placement**

During placement you should abide by all conduct requirements described in the Bond University Master of Occupational Therapy Program Charter. The charter describes a range of professional behaviours and orientates you to relevant codes of ethics and standards. It is your responsibility during placement to comply with all workplace procedures and instructions, including abiding by occupational health and safety requirements.

While on your block placement it is your responsibility to complete and **submit three vital documents**:

**1. Learning Agreement:**

- Your learning agreement is negotiated between yourself and your practice educator.
- The learning agreement should be completed by the second week of placement and uploaded to ilearn. It should then be uploaded at the end of the placement with your practice educators' signature against goals achieved.
- Learning agreements are required for all block placements.
- The Bond University template should be used and will be provided to you.

**2. Practice Education Log:**

- You will be required to complete a log of hours for all your placements and all work integrated learning.
- This must be signed by your practice educator or subject coordinator and submitted on ilearn at the end of placement or end of semester
- The Bond University template should be used and will be provided to you.

**3. Fieldwork Reflection Journal:**

- You are required to complete weekly reflections whilst out on your block placement.
- Your journal will need to be submitted on ilearn at mid-way and at the end of your placement
- The Bond University template should be used and will be provided to you.

If at any time during placement you are unwell, or your health or personal circumstances changes (e.g., death of a family member) it is **important to notify your practice educator and the Academic Coordinator of Clinical Education (Occupational Therapy)**. In instances where you have an infectious illness you should not attend the placement facility.

In the case of an accident, injury or other relevant incident during placement you should notify your practice educator and follow your local workplace procedures, as well as notifying the Academic Coordinator of Clinical Education (Occupational Therapy). You will be advised of appropriate forms that must be completed to document the incident. Non-compliance with any aspects described above or in the Charter may **result in withdrawal from the practice education experience**, in which case you may be unable to complete the subject and/or program.

## **How will you be assessed?**

Bond University uses the Student Practice Evaluation Form – Revised (SPEF-R) in your three block placements as well as your role emerging/international placement. The SPEF-R is a standardised assessment tool that is currently used across Australia universities. This tool is a pass/fail tool so the overall grade for your block placement subjects will be either pass or fail. Standard appeal processes apply if you feel that your grade does not reflect your observed performance.

The SPEF-R assesses your performance across a range of domains including;

1. Professional Behaviour
2. Self-Management Skills
3. Co-worker Communication
4. Communication Skills
5. Documentation
6. Information Gathering
7. Service Provision
8. Service Evaluation

## **Supervision**

Supervision is an integral aspect of practice education. Supervision provides an opportunity for you and your practice educator to reflect on your learning opportunities and your performance, your practice educator may provide feedback or focussed guidance on how to continue to develop your skills, and to establish learning goals and opportunities for the future. Supervision can be both formal (e.g., where you set aside a focussed session of up to 1 hour to discuss with your supervisor) or informal (e.g., discussing with your supervisor after a session with a client, in a car between visits, or asking questions while working on tasks).

An important part of supervision is being open with your supervisor in the context of a respectful, professional relationship. Your supervisor will expect you to explain your professional reasoning, both concerning what you have observed as well as the information gathering and service provision you have taken part in. You should also expect to communicate your progress and how you are managing your caseload and time. You will also be expected to be proactive in preparing following, and following up from, supervision. Before each supervision session, you should develop a range of reflections, questions and your initial plans and objectives moving forward.

There are multiple models of student supervision and student placements. Some of the common models are described below, although this list is by no means exhaustive.

<b>Supervision/Placement Model</b>	<b>Description</b>
One-on-one	One-on-one supervision is the style of supervision that students are usually most familiar with. With one-on-one supervision you will have a dedicated practice educator. While this is a traditional model of supervision, one of the drawbacks of the approach is that the close supervision can limit your ability to be autonomous and develop confidence with acting independently (with oversight).
Collaborative	This is also known as a one-to-many model of supervision. With this model there will be multiple students to one practice educator. It is common for there to be one practice educator and two students. While you are likely to receive less individual attention from your supervisor using this model, you are likely to receive useful feedback and support from your peer.
Group supervision	Group supervision can take many forms (e.g., multiple mentoring, shared supervision, inter-agency placements) where there are multiple practice educators and one or more students. These placements work well when practice educators and students have similar expectations and understanding of the practice placement. While having multiple supervisors means that you will have to adapt to multiple styles, you are also likely to benefit from a broader range of experience and skills to draw on and a higher likelihood of finding a supervisory style that works for you.
Role emerging	You will be placed in a service where there has previously been no or limited occupational therapy involvement. Supervision would occur from a workplace supervisor who is not an OT, along-side a supervisor from the university who is an OT. Many students find that the responsibility and autonomy associated with a role-emerging placement make them feel more confident in their skills and abilities and helps to develop important skills such as communication and evidence-based practice at a high level. Conversely, students may feel that they have less opportunity to practice hands-on skills. On balance, it is often useful if students experience a mix of both more traditional, as well as role-emerging or project placements.

Project placements	Project placements are like role-emerging placement in regard to challenges and benefits, and supervision styles. Supervision may be conducted by a university-based practice educator or a practice-educator from industry. With a project placement, students will usually conduct a discrete project such as developing a training program or setting up a new service within an existing occupational therapy workplace.
Student-led clinics	Student-led clinics are increasingly used to provide students with sustainable opportunities to develop practice skills and knowledge. In student-led clinics, a practice educator provides supervision (usually in the collaborative or group style described above), but students are usually responsible for running the clinic, seeing all or most clients, and handing over and providing training to subsequent student groups in the clinic. Student led clinics often have a limited scope to ensure that clients' needs can be met by the students' competencies (under supervision). Having a mix of student-led clinical placements and other placement styles can help students to develop a broader range of skills.

### **If problems arise**

If you are having trouble achieving competency in an area, it is important that you communicate early with your practice educator as well as the Academic Coordinator of Clinical Education (Occupational Therapy). Your educators can help you to put these challenges in context, and can also help you to identify approaches, resources and learning opportunities that can help you achieve your competencies and pass the placement. The final weeks of placement are often too late to be developing new skills, so it is important to address these needs early.

The Academic Coordinator of Clinical Education (Occupational Therapy) is also a key contact if concerns arise during placement including, but not limited to;

- Feedback: e.g. a lack of regular or clear feedback from the practice educator.
- Quality of supervision: e.g. a lack of opportunities to receive supervision or provide feedback from the student perspective. Your practice educators are usually very busy, but there may be strategies that can help you to achieve the supervision that you need.
- Access to clients: If there is less access to clients than would be reasonably expected on the placement, it is important to let the Academic Coordinator of Clinical Education (Occupational



Therapy) know. While it is common to have 'paperwork days' where you may follow up with several clients that you have seen on other days, having multiple days with no contact may not be acceptable.

- Bullying, harassment, or discrimination: These behaviours are not acceptable in any workplace and should be notified to the practice educator and/or Academic Coordinator of Clinical Education (Occupational Therapy). You have the right to expect a safe and fair work environment, including interactions with your clients, practice educator and other staff and students.

### **Insurance**

The university holds an appropriate level of public and product liability insurance to meet the requirements for registration of occupational therapy students. If you practice educator or the service requests a certificate of currency or other insurance document, please contact the Academic Coordinator of Clinical Education (Occupational Therapy) who will arrange the latest documentation.