



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

Master of Occupational Therapy

Student Practice Education Manual

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Section 1: General Information

1.1 Purpose of the manual:

This manual provides essential information relevant to practice education in which students engage in as part of the curriculum across the two-year Master of Occupational Therapy program at Bond University. Practice education is an integral and vital process, providing students with learning experiences aimed at integrating knowledge and skills at progressively higher levels of responsibility and performance during the two years of the program.

1.2 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 experiences are an integral component of occupational therapy entry-level education, in which students learn to integrate knowledge, professional reasoning and professional behaviour and develop knowledge, skills and attitudes to the level of competence required of qualifying occupational therapists.

At Bond University, practice education, also known as 'fieldwork' or 'clinical education' is spread throughout the program, from the first semester to the last. Practice education includes a range of practical learning activities including problem-based case study work, video assessments, simulation and in-depth, evidence informed reflective practice and work integrated learning placements in community health and social care settings. The practice education requirements will be graded to allow you to develop and consolidate your skills and gain foundational experience in a range of practice settings relevant to occupational therapy. An overview of the practice education program 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.

1.3 Contact details:

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Academic Coordinator of Clinical Education (ACCE):

The Academic Coordinator of Clinical Education (ACCE) is the first point of contact for students, supervisors, and placement coordinators regarding Practice Education. The ACCE organises your placements and is available to help and provide guidance should you experience difficulties or have concerns in relation to any aspects of Practice Education.

Information is also available via the ilearn [Occupational Therapy Community page](#).

- **ACCE:** Assistant Professor Kellie Tune Email: ktune@bond.edu.au Tel: +61 7 5595 1411 or OTClined@Bond.edu.au

Compliance Team:

To be eligible to attend Practice Education, you will need to fulfil all compliance requirements for your program allowing you to work at Australian health facilities. This includes police checks, working with children checks, additional training, and providing evidence of your immunity to infectious diseases. (See section 2).

The compliance team are available to help make the compliance process as easy as possible, so please do not hesitate to get in touch if you have any questions:

- **Compliance:** Email: HSMCompliance@bond.edu.au Tel: +61 7 5595 5825

1.4 Practice education by Semester/Subject for Master of OT program:

Subject	Semester	Category (Fieldwork Level I, Fieldwork Level II)	Practice Setting and Supervision Model	Hours
OCTY71-100	1st May/Sept	Level Ia (PREP)	Preparation for Placement <ul style="list-style-type: none"> • Satisfactory completion of all Compliance requirements as per HSM Compliance Handbook. • QLD Health Mandatory Training • Attendance and participation at Preparing for Practice Education briefing- to be facilitated by ACCE and scheduled during class in OCTY100. • Submission of a Learning Plan for 1st Level I experience- “Connecting with Community” 	10
OCTY71-109	Across year 1 (submit to 109)	Level Ia Fieldwork	Connecting with Community (20 hrs) Community-settings, Service-learning, inter-professional and faculty supervision	20
OCTY71-109	3 rd or 4 th May	Level Ib Fieldwork	Paediatrics/ Early Intervention/School-based Simulated- Complex Paediatrics (20) + observation child development (10)	30
OCTY71-111	4 th or 6 th May	Level Ic Fieldwork	The New Global OT Role-emerging/non-traditional; Faculty-led Fieldtrips and service-learning activities in role-emerging practice settings	30
OCTY71-402 or 404	3 rd of 4 th	Level 1d Fieldwork	Innovation Project Internship Engagement with community partners on quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection, dissemination	20
OCTY73-700	4 th or 5 th September	Level II Fieldwork	External Assessed using SPEF-R2	480
OCTY73-701	5 th or 6 th January	Level II Fieldwork	External Assessed using SPEF-R2	480
Total Level I	110 hours			
Total Level II	960 hours			
Total	1,070 hours			

Section 2 – Practice Education roles, responsibilities and requirements

2.1 Compliance requirements for the program:

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

1. Always hold a current and valid Blue Card QLD Working with Children's check
2. New South Wales Working with Children Check (NSW WWCC)
3. Have a current and valid QLD NDIS Worker Screening Clearance Card
4. Have a recent National Police Check (NPC) and notify the university of any changes to your criminal history (**and Overseas Police Check for international students only**).
5. Hold a current Provide First Aid (**HLTAID003**) & Provide CPR (**HLTAID001**) accreditation.
6. QLD Health iLearn Training, Deed Poll and Orientation Checklist
7. NSW Health Code of Conduct and Immunisation Assessment Forms
8. Mater Student Orientation Checklist and Acknowledgement
9. Complete all vaccinations. You will be required to produce vaccination records and/or blood tests (recent serology results) to confirm immunity towards: Hep B, MMR, Varicella, dTPa, flu, COVID-19, HIV, HCV, TB risk assessment.
10. 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
11. **Documents to read, complete and sign** please download the [HSM Compliance Handbook](#).

*** see pages 6 & 7 for a comprehensive list of the documents to read, complete and sign.**

For any questions regarding compliance please contact:

Email: HSMCompliance@bond.edu.au

Tel: [+61 7 5595 5825](tel:+61755955825)

Please note: Many of these requirements will need to take place ahead of time and can take several months for processing. Therefore, we strongly recommend that you complete these requirements during orientation week of your first semester in the program.

A copy of all required compliance documents must be submitted to the Osler system prior to placement. **The final due date for all documents to be uploaded will be by the end of week 6 of your first semester.** Failure to submit these documents in a timely manner means that a placement will not be allocated to you, and you will not be able to attend any practice education placement

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activities. You may receive an incomplete grade for your subject and your progression in the program will be delayed.

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>

2.2 What to do to prepare for placement?

- ✓ Make time to attend the placement e.g., organise childcare, 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 via a professional introductory e-mail two 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 extra site-specific pre-orientation (e.g., QLD Health or NSW Health online modules)
- ✓ Attend the pre-placement briefing delivered 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. Due to the potential for conflict of interest to arise, these circumstances will be considered on a case-by-case basis and you may be allocated to an alternative placement.
- ✓ Review relevant content and resources provided to you during coursework subjects on ilearn.
- ✓ Inform the Academic Coordinator of Clinical Education (Occupational Therapy) or Access and Inclusion Team of any changes to your health or wellbeing that may impact on your placement performance at the earliest convenience.

2.3 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.

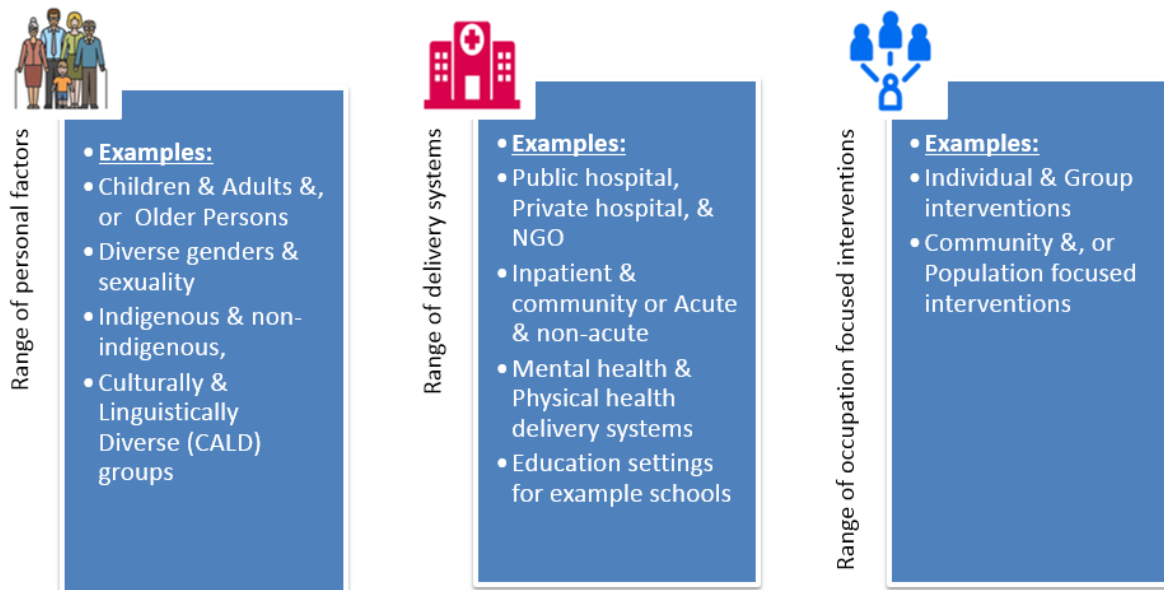
Consider applying to the Student Opportunity Fund to help cover some costs associated with placement like fuel, hospital parking fees, tolls, accommodation. See link for more information <https://bond.edu.au/current-students/opportunities/grants-scholarships/student-opportunity-fund>.

Please also refer to the rural scholarships and bursary information on [OT communities page](#) on ilearn - this information can be found under the practice education heading.

2.4 Types of placement required

Prior to graduation MOT students are required to complete a variety of placements, in accordance with WFOT, Occupational Therapy Council of Australia and ACOTE requirements. This includes a “depth and breadth of experiences” that require students to integrate skills, attitudes, and knowledge to practice with a range of different people with different needs and in a variety of contexts. Practice education experiences must include a range of age groups, clients that have recently acquired and or have long-standing health needs and interventions that focus on the person, the environment and occupation. (World Federation of Occupational Therapists Minimum Standards for the Education of Occupational Therapists, 2016).

Student experiences will also encompass variations of the following parameters:



Students are required to undertake a range of Practice Education experiences during the Master of Occupational Therapy program which include Level I and Level II fieldwork placements, faculty-led and embedded practice education experiences, simulated placements and supervised, collaborative projects with industry stakeholders.

Level I Fieldwork

The goal of level I fieldwork is to introduce the student to the fieldwork experience and develop a basic comfort level with and the understanding of the needs of clients. Level 1 should be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of occupational therapy process. The focus of these experiences *is not* intended to be independent performance. Qualified personnel for supervised level I fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists. (American Occupational Therapy Association [AOTA], 2018).

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance understanding of the developmental stages, tasks, occupations, roles of individual through the lifespan. Level 1 fieldwork may also include service management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis specific clients."

Costa, D. (Ed.). (2004) Essential Guide to Occupational Therapy Fieldwork Education, Bethesda: MD. AOTA Press.

Supervisor Credentials

Supervision of Level I Fieldwork at Bond University is carried out by qualified professionals meeting the guidelines articulated above. Level II supervisors are qualified and registered Occupational Therapy practitioners with suitable experience in the practice setting.

2.5 Pre and Post placement workshops:

Attendance at all placement Practice Education workshops and briefings is mandatory. If you are unable to attend, you need to contact the ACCE as soon as possible to arrange a time to make up missed content and to ensure you are prepared for your placement.

2.6 Allocation of Placement:

The process for allocation for practice education placement is as follows:

1. Students to submit survey detailing clinical areas of interest, made available in 1st semester.
2. Students will be given between 3 – 6 weeks notice of their allocated placement via email. (Please note the ACCE will endeavour to find placements to meet APHRA registration requirements. You can express an interest in a clinical area of interest; however, the availability of placements is beyond the control of the University, and we are reliant on health and community services to offer placements at times that are in alignment with timetables and varied circumstances. So, whilst everything will be done to find the best fit for all students' needs, at times you may be allocated a placement that is not within your interest area. Also, please note that placements may be cancelled or changed at short notice by sites and the ACCE will then need to find you a replacement site).
3. Once you have attended the pre-placement briefing and received your placement allocation with clinical educator details, please send an introductory email two weeks prior to starting your placement.

2.7 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.

Note: The MOT program charter can also be found on ilearn via the [OT community page](#) and the OT Academic regulations tab or via the following link [MOT Program charter](#).

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

1. Learning Agreement:

- Your learning agreement is negotiated between yourself and your practice educator.
- The learning agreement goals 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 yours and your practice educators' signature against goals achieved.
- Learning agreements are required for all block placements.
- The Bond University template should be used and is provided on the ilearn subject site.

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 is provided on the ilearn subject site.

3. Fieldwork Reflection Journal:

- You are required to complete reflections during your placement as per guidelines provided in ilearn for the relevant placement subject.
- 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 is provided on the ilearn subject site.

4. SPEF-R2 Assessment:

- Please upload a copy of your final SPEF-R2 assessment on the ilearn subject site.

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.

Section 3: Assessment, Supervision and problem solving on placement

3.1 How will you be assessed?

The Master of Occupational Therapy program at Bond University is designed to prepare students to meet the Australian competency standards for occupational therapists and the World Federation for Occupational Therapy (WFOT) minimum standards for the education of occupational therapists. These competency standards outline professional behaviours and skills all occupational therapists should demonstrate to practise safely and ethically.

Please review information regarding the Australian competency standards for occupational therapists on the Occupational Therapy Board of Australia's website:

<https://www.occupationaltherapyboard.gov.au/codes-guidelines/competencies.aspx>

To assess your progress on the development of the Australian competency standards for occupational therapists, Bond University uses the Student Practice Evaluation Form – (SPEF-R2) to assess student performance during long block placements. The SPEF-R2 is a standardised assessment tool that is currently used across Australia universities. This assessment is competency-based 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-R2 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

3.2 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 focused 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 focused 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, which are frequently implemented at Bond University, are described below, although this list is by no means exhaustive.

Supervision/Placement Model	Description
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 experiences

	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/Academic- 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.

3.3 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.

3.4 Insurance:

The university holds an appropriate level of public and product liability insurance to meet the requirements for registration of occupational therapy students. If your 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.

Section 4 -FAQ'S and tips for a great Practice Education experience:

4.1 Frequently Asked Questions:

Question: What is fieldwork/practice education?

Answer: Fieldwork also known as “clinical placements” or “practice education” is when students work with clients in clinical, community or virtual settings to apply learnt content under supervision from a qualified health professional. Over 1000 hours of Practice Education are included in the Occupational Therapy program at Bond University and are delivered through a variety of active learning experiences including short placements, also known as level I fieldwork, long placements, also known as level II fieldwork, as well as simulations or virtual experiences, project placements and faculty-led learning experiences embedded in coursework subjects.

Question: What is required before I can start practice education?

Answer: Students must meet compliance requirements set by the placement provider and as outlined in the [Compliance Handbook](#). Students must have a current and valid Blue Card, NSW Working with Children Check, National Police Check, hepatitis B and other mandatory vaccinations, and current Provide First Aid (HLTAID003) & Provide CPR (HLTAID001) accreditation. If the student is not compliant, they will not be allocated to a placement nor be able to attend placement, and this will impact on their progression in the program.

Question: Am I expected to look for practice education opportunities as a student?

Answer: When students enrol in the Master of OT program practical education experience is embedded in the program and organised by the university. The faculty employs a range of staff who are responsible for organising fieldwork for students. Students are **not** permitted to look for practice education placements themselves and are NOT to contact OTs directly to ask them to take students.

Question: When does practice education occur?

Answer: Practice education is spread throughout the program and ranges from a few hours of practice education to block placements lasting several weeks or months. There are four Level I placements (20-30 hours each), two Level II long block placement (12 weeks x 40 hours per week each) and a range of practice education experiences embedded in coursework subjects.

Question: Where does fieldwork occur?

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Answer: Students are placed in a public, not for profit and / or private health or human services facility in and around Brisbane metropolitan, Gold Coast, Northern New South Wales area and in other states. Some simulation and virtual experiences are incorporated into the curriculum.

Question: Do I get to choose where I go for my fieldwork?

Answer: Students will have the opportunity to express their areas of clinical interest via the [Placement Preferencing Survey](#) offers are received by the university from practice educators however the priority of the placement team is to ensure you meet registration requirements. We welcome student requests, though it is not always practical or possible to accommodate all placement requests. We do not allow students to source their own placement. However, the priority of the placement team is to ensure you meet registration requirements. We welcome student requests, though it is not always practical or possible to accommodate all placement requests. We **do not allow** students to source their own placement. Furthermore, mandatory requirements as set out by WFOT and explained above must be met which may impact on the choice of placement for a student.

Question: Do I have to pay for fieldwork?

Answer: No, you do not have to pay the university or Practice Education Provider anything for going on placement. You are however responsible for paying for your own transport (fuel, tolls, parking fees) to get there and paying for your accommodation and living expenses in circumstances where your fieldwork is not accessible from your usual place of residence. Students are also responsible for student fees, purchase, and maintenance of uniforms. *Exception- students may be required to contribute to costs for some international placement experiences.