



***Faculty of Health Sciences
and Medicine***

**Master of
Occupational
Therapy**

**Practice Educator
Manual**

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1. Abbreviations:

- Faculty of Health Sciences and Medicine: Faculty
- Master of Occupational Therapy: MOT
- Master of Occupational Therapy Program: Program
- Master of Occupational Therapy Program Students: Students
- Master of Occupational Therapy Program Charter: Charter
- Practice Education Learning Agreement Template: Learning agreement template
- Practice Education Log: Log of hours
- Student Practice Evaluation Form – Revised: SPEF-R2
- The Australian Health Practitioner Regulation Agency: AHPRA
- World Federation of Occupational Therapists: WFOT

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 students with opportunities to translate theory into practice and consolidate their clinical skills.

Practice education is spread throughout the program, from the first semester to the last. The placement requirements are graded to allow students to develop and consolidate their skills and to ensure that students have demonstrated foundational safety and professional skills. Prior to attending long block placements students will have developed a range of practice skills through simulated and embedded practice education experiences integrated into university courses. An overview of practice education experiences by semester is provided in table 1. Detailed information about each of the Practice Education Placements can be found in Appendix I.

Table 1: Practice Education by semester in the MOT 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.	10

			<ul style="list-style-type: none"> Submission of a Learning Plan for 1st Level I experience- "Connecting with Community" 	
OCTY71-109	Across year 1	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			

6. What should student know by the time they attend placement

While each student will have individual strengths and weaknesses, the program provides a foundation for block placements. The broad structure of the program is provided below 'at a glance' in table 2.

Table 2. Master of Occupational Therapy program at a glance – based on May 2022 intake

Semester	Subject	Subject	Subject	Subject
1	OCTY71-100 Foundations of occupational therapy	OCTY71-110 Occupational therapy: Independence & participation	OCTY71-103 Enabling environments: A systems approach	Elective subject
2	OCTY71-101 Health conditions & multidisciplinary management	OCTY71-102 Neuroscience for health professionals	OCTY71-106 Occupational therapy roles & responsibilities	OCTY71-107 Evidence based practice for health professionals
3	OCTY71-104 Engage: In occupation	OCTY71-105 Enable: Occupational performance	OCTY71-401 Health research design & planning	OCTY71-112 Promoting the occupational health & wellbeing of communities
4	OCTY71-402 Health professional research internship A or OCTY71-404 Business Capstone	OCTY71-108 Occupational therapy: Work	OCTY71-109 Occupational therapy: Learn, play, connect	OCTY71-111 The New Global Occupational Therapist
5	OCTY71-403 Health professional research internship B or Directed elective for Business pathway	OCTY73-700 Professional practice in occupational therapy I		
6	OCTY71-113 The occupational therapy professional: Practice, standards & quality	OCTY73-701 Professional practice in occupational therapy II		

The following descriptors provide examples what you might expect of students during placement.

Placement	Duration	What to expect
Connecting with Community- Level I Fieldwork	20 hours	<p>Using a service- learning approach, students are enabled students to apply emerging knowledge of occupational therapy practice and broaden their understanding of enablers and barriers to occupational performance in community-settings through engagement with a human services organisation in our local community.</p> <p>To complete this Level I Practice Education experience, students will participate in a minimum of 20 hours of community-engaged practice education with a local community organisation, including completion of a series of preparatory and reflective learning activities, which are assessed by academic staff at Bond University. This placement is scheduled after the first semester of the program and students have been</p>

		<p>introduced to occupational therapy's unique role as guided by the Occupational Therapy Practice Framework: Domain and Process, 4th edition (AOTA, 2020) and select Occupational Therapy practice models. Students will be practicing the application of occupational therapy models and frameworks to assess the impact of health conditions across the life-course and consider health care systems and issues that impact occupational justice. Students will be developing an understanding of occupational science and culturally responsive practice.</p> <p>Prior to engaging in Level I fieldwork, students are required to successfully pass hurdle assessments to demonstrate foundational competencies in professionalism, communication, safety as well as complete all required compliances as per the guidelines on the Fit to Practice Hub.</p>
Role-emerging- Level I c Fieldwork	30 hours	<p>Community partners are invited to work with a small group of MOT students in a community development / role emerging practice setting. This placement is situated in the 2nd year of the MOT program and enables students to apply their emerging occupational therapy skills and knowledge in role-emerging practice settings. Students collaborate with an industry partner and engage in service-delivery or project activities which provides opportunity for students to develop their understanding of culture, economy, politics, policies, laws, the relationship between practice and context and the role of OT.</p>
Professional practice in occupational therapy I	12 weeks full time (480 hours)	<p>Students will have a broad theoretical background in occupational therapy, have experienced a range of simulated and external Level I placements, and have successfully completed a minimum of 12 coursework subjects in the MOT program (AQF-level 9 extended). Long block placements are situated during the final semesters of the MOT program. Students are expected to be immersed in the process of developing their ability to apply clinical and professional skills in specific practice settings.</p>
Professional practice in occupational therapy II	12 weeks full time (480 hours)	<p>In their final placement, students will have a similar range of skills and knowledge to those in Professional practice in occupational therapy I but should be in the stage of consolidation rather than development. Students may continue to develop new skills, especially if they are placed in a practice setting in which they have not yet had experience.</p>

		<p>During the 12-week placements, the Academic Coordinator for Clinical Education for OT at Bond will be available to support students and educators through site visits and supplemental tutorials/workshops as needed.</p>
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3. Before the placement begins

Students will be prepared through university content, Level I Fieldwork and simulated placement experiences, pre-briefing for placement and fulfilment of professional responsibilities. Also, students must have a current and valid Blue Card, NDIS Worker Screening Card, National Police Check, hepatitis B and other mandatory vaccinations, and current Provide First Aid (HLTAID003) & Provide CPR (HLTAID001) accreditation.

The student will contact their placement supervisor prior to the beginning of the placement to introduce themselves and ascertain details such as locations, hours of attendance, uniform requirements, parking, and other site-specific requirements. If there are specific pre-orientation requirements for your workplace (e.g., Queensland Health online modules), this is an appropriate time to direct students to complete these requirements. You may also choose to recommend pre-reading, which may typically be a small number of journal articles, reviewing relevant websites, or reviewing relevant Standards or Acts. It would be reasonable to expect students to complete up to 8 hours of preparation for long block and project placements, although some practice educators may choose not to set pre-readings.

Students may also benefit from an orientation manual. An orientation manual is a collection of resources that helps to orientate students to the purpose, practices, and processes of your service.

Examples of items that might be included in an orientation manual include:

- A service brochure
- Strategic plan or description of how the service fits in the organisation
- Workplace instructions (e.g., home visiting procedures)
- Commonly used forms (e.g., initial assessments, consent forms)
- A map of the facility including parking or other forms of transport, toilets and eating areas
- Information about other services you work closely with (e.g., Home Assist, volunteer services)
- A list of skills and knowledge they are likely to develop on the placement
- Your role descriptions
- Contact details for supervisors and other members of staff in case of emergencies (e.g., your team leader)

You may also like to develop your own skills as a supervisor. Bond University, alongside other

universities, run regular professional development workshops for practice educators. Please contact Bond University's Academic Coordinator of Clinical Education (Occupational Therapy) for further details. Alternatively, there are free and accessible online training resources to develop your skills as a supervisor including, for example, the [Clinical Supervision Support Across Contexts](#) website, [Enabling Clinical Education Skills](#) website and [OT Futures](#).

4. On placement

Placement can be a daunting experience for both practice educators and students. To encourage a positive experience, useful strategies may include:

- Being clear with communication from the beginning. Discuss your expectations and clarify what the student is expecting from the placement. Discuss how you will provide structured supervision (e.g., short daily communications or formal weekly sessions) in addition to providing regular feedback.
- Providing feedback regularly and as close as possible to the actual event. You may like to give feedback immediately after students take part in a session. One example of a brief feedback structure is 'Keep-Stop-Start' where you identify (or encourage the students to identify) one behaviour to continue, one to stop and a new behaviour that they might like to introduce.
- Talking through clinical reasoning. Encourage the students to talk through their clinical reasoning with you. Model to the student by talking through your clinical reasoning. Be open about what you don't know and what parts of your own reasoning are challenging. Some supervisors use 'talk aloud' reasoning where, with the client's permission, they talk through their reasoning with the student during the session. This can be an empowering and educational experience for students and the client.
- Clarifying and negotiating workloads. Even on a final block placement, a student's caseload is likely to be lower than that of a new graduate as they continue to develop and consolidate new skills and acculturate to a new area of practice. On early placements, it might be appropriate for students to take primary responsibility for a limited number of patients (e.g., 6 patients at any one time). The caseload is highly dependent on the context of the placement including depth and frequency of service provision, complexity and amount of follow-up.
- Incorporating the student as part of the team including inviting them to the lunchroom and including them in team meetings and discussions.
- Providing opportunities for student autonomy (within the limits of safety). It might take a student more sessions to achieve the same outcomes with a lower level of supervision, but this is likely to decrease the workload for yourself and improve your student's self-confidence.
- Being aware of your student's and your own emotional wellbeing. Discuss supports and

strategies as required.

During the first week, students are likely to be developing their understanding of your service. In many services (depending on the complexity), this week will be primarily work-shadowing with an occupational therapist and other team members. You may delegate specific tasks to the student (e.g., problem solving one issue, documentation, completing a single assessment with the client).

In week two, you should have a clearer understanding of the student's learning needs and the students will have a clearer understanding of the service and learning opportunities available. This is an appropriate time for students to set a learning agreement. A learning agreement is negotiated between the student and yourself. It describes the student's learning objectives and how they will achieve them and should be tailored to their personal learning needs as well as the opportunities provided by the placement. Students will use a Bond University template.

On a regular basis, students should complete the practice education log which documents their placement hours. This will need to be signed by the practice educator on completion of the placement.

Halfway through the long block placement you will evaluate the student's progress and provide feedback (see section 5 below). The half-way evaluation is formative. The final evaluation, typically completed on the last or second last day, is summative and will inform whether the student receives a pass or fail grade for their overall placement.

Throughout the placement, you should contact the Academic Coordinator of Clinical Education (Occupational Therapy) in any of the following circumstances:

- If the supervisor or the student is unwell or has a change in health or personal circumstances (e.g., death of a family member) where alternative supervision arrangement or a rescheduling of a placement day may be required.
- In the case of an accident, injury, or other relevant incident involving the student during placement. The student will need to complete university forms as well as the forms and processes applicable in your workplace.
- If the student's behaviour does not meet the standards of professionalism or safety expected from an occupational therapy student.
- If a student is having difficulty achieving the competencies required during the placement.
- If you are concerned about the student's health or wellbeing and would like to discuss support pathways and / or reasonable adjustments.

5. How will I assess the students?

As there should be regular feedback and supervision, there should be no surprises at the halfway and final assessments. The midway assessment is formative only and does not impact the student's final grade. It provides an opportunity for yourself and your student to identify areas of strength and areas for improvement.

Bond University uses the Student Practice Evaluation Form 2– SPEF-R2 in all block placements. The SPEF-R2 is a standardised assessment tool that is currently used across Australia universities.

The SPEF-R2 assesses student performance across a range of domains including:

- Professional Behaviour
- Self-Management Skills
- Co-worker Communication
- Communication Skills
- Documentation
- Information Gathering
- Service Provision
- Service Evaluation

The SPEF-R2 uses a five-point rating scale. A score of 3 (Performs Adequately) demonstrates that you believe the student is competent to practice at their current level of training. This should be in the context of the theoretical background that the student has at their point in the program, as well as the number and range of opportunities students have had to practice that skill in a graded context during the placement. You are encouraged to include comments to support the scores or provide overall feedback, although with some arrangements supervision may be regular enough that students are already aware of relevant feedback. After completing the final SPEF-R2, the supervisor will recommend an overall grade for the block placement as either pass or fail.

A score of 2 or less on any of the SPEF-R2 domains, would suggest the student is experiencing difficulty and failing to meet the competency standards. It would be advisable to contact the Academic Coordinator of Clinical Education to discuss a support plan.

It is possible to highlight insufficient observation if you are yet to gain sufficient observation of the behaviour / skill to make a determination about the student's performance. This is considered to be a pass. It is useful to ensure that I/O grades trigger a conversation with the student (and the Academic Coordinator of Clinical Education if relevant) about opportunities to develop and demonstrate competence.

Supervisors will be provided with online access to an electronic copy of the SPEF-R2 prior to commencement of the placement. Supervisors may choose to use the online version of the SPEF-R2 or a printed hard-copy version.

7. Supervision & student placement models

Supervision is an integral aspect of practice education. Supervision provides an opportunity for you and your student to reflect on their learning opportunities and performance, provide feedback or focussed guidance on how the student can continue to develop their 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 student) or informal (e.g., discussing with your student after a session with a client, in a car between visits, or answering/asking questions while working on tasks).

A useful structure for setting a supervision agenda might be to include the following headings:

- Clinical (e.g., talking through clinical reasoning, provide focussed education)
- Administrative (e.g., negotiating and allocating caseloads or tasks)
- Emotional (e.g., stress management, debriefing after challenging events)
- Developmental (e.g., progress with learning goals, reflections on the placement, future career aims)

There are multiple models of student supervision and student placements. Some of the common models, which are supported by Bond University OT, 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 there is one student and one practice educator. Having a good relationship with your student is very important in a one-on-one model. While this is a traditional model of supervision, one of the drawbacks of the approach is that the caseload may be complex and close supervision can limit your student’s 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 multiple students to one practice educator. It is

	<p>common for there to be one practice educator and two students. While students are likely to receive less individual attention from you using this model, they are likely to receive useful feedback and support from their peer. Many students find that this model allows them to balance independence with the support and confidence of having a peer to work alongside. Working alongside another student can also normalise the expectations of student performance.</p>
Group supervision	<p>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 students will have to adapt to multiple styles, they 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 them.</p>
Role emerging	<p>During role emerging placements, students are placed in a service where there has previously been no or limited occupational therapy involvement. Supervision would occur from a workplace supervisor who may not be an occupational therapist, along-side a supervisor from the university who is an occupational therapist. The university supervisor may, or may not, be onsite. This is typically called 'long-arm' supervision, where the student will meet with the practice educator multiple times per week. 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 (described below). Role emerging placement can also lead to new occupational therapy roles being formed in services, allowing improved job prospects for graduates.</p>
Project placements	<p>Project placements are similar to 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-</p>

	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). Student-led clinics can help students feel confident as emerging independent practitioners, especially as they will often see multiple clients with similar needs. Having a mix of student-led clinical placements and other placement styles can help students to develop a broader range of skills.

Notes regarding supervision: *We would expect students to have a minimum of 8 hours of supervised practice per week by a registered occupational therapist with a minimum of 1 year post qualifying experience. This would usually include 1 hour of formal supervision per week.*

It is considered best practice, when offering group supervision to offer students regular opportunities to meet individually with their supervisor to discuss their individual needs.

8. If problems arise

Practice placement is challenging for most students. They are expected to be learning and consolidating new skills and abilities daily. Some students can also find it challenging to translate theory from the classroom to the practice setting.

If your student is experiencing difficulty achieving competency in an area, it is important that you communicate your feedback as soon as possible with the student, and if the difficulty continues it is appropriate to contact the Academic Coordinator of Clinical Education (Occupational Therapy) as early as possible.

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

- Lack of engagement: for example, a student does not prepare or actively participate in supervision sessions.
- Lack of professionalism: for example, if a student turns up in an inappropriate standard of

dress after being provided with previous feedback.

Concerns around a student's health: students are encouraged to disclose their health needs with you to provide reasonable accommodation. The university provides multiple opportunities and prompts for students to discuss any learning & support needs or reasonable accommodations with the university and academic practice education team prior to the placement. We recognise that student's health and support needs can change throughout the placement and placements can raise student's awareness of unmet needs.

- If you have concerns about your student's health that may impact on their ability to provide safe client care or complete the placement, it is important to contact the university as soon as possible.
- A change in your circumstances that changes your capacity to provide supervision: for example, if your service undergoes an unexpected and prolonged reform where there is limited or no contact with clients for an extended period. Alternatively, it is not uncommon for practice educator to have life circumstances (e.g., getting a new job) that requires a reallocation of student supervision.

9. Insurance

Bond University holds an appropriate level of public and product liability insurance to meet the requirements for registration of occupational therapy students. If you require a copy of the certificate of currency or other insurance documents, please contact the Academic Coordinator of Clinical Education (Occupational Therapy) who will arrange the latest documentation.

10. For further information

For information specific to practice education at Bond University please contact the Academic Coordinator of Clinical Education (Occupational Therapy).

Appendix I: Level I Fieldwork Information

Master of Occupational Therapy

Level Ia Practice Education Fieldwork

Occupational Therapy Foundations- Connecting with Community (20 hours)

Our Philosophy

At Bond University, we believe education goes beyond the classroom and are proud to provide a broad range of opportunities for community engaged learning. Changing workforce demands mean that while graduates still require deep content knowledge in their chosen discipline, they also need to develop broader skills to meet the challenges of the future. Through engagement with our communities, we strive to create inspiring student learning experiences ensuring that our graduates are equipped with the knowledge and skills necessary to be highly successful in their endeavours. The following **Occupational Therapy Foundations Community-engaged Learning Experience** is intended to equip students with the skills, knowledge and values to become capable individuals, effective collaborators and global citizens (for additional details about Bond University's Graduate Attributes see: <https://bond.edu.au/about-bond/academia/learning-teaching/graduate-attributes>).

Important Notice: To complete the requirements of OCTY71-100, students must be fully compliant for Practice Education in accordance with the [Occupational Therapy Program Charter](#) and the Faculty of Health Science and Medicine [Fit to Practice](#) guidelines.

Introduction to Level I Practice Education Fieldwork

The goal of Level I practice education is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients (ACOTE, 2018). Level I Fieldwork is not intended to develop independent performance, but to introduce Master of Occupational Therapy students to the diverse needs of individuals & populations that may benefit from occupational therapy services. Level I Fieldwork supplements classroom learning by providing opportunities to integrate academic knowledge of each population in real therapy contexts or in high quality therapeutic simulations. Students develop foundational observational, interpersonal and communication skills. Fieldwork experiences include involvement with persons with varied levels of abilities and with culturally diverse backgrounds.

Level I practice education experiences may include those directly related to occupational therapy as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of the individuals throughout the life span. Students may be given an opportunity to actively participate in activities with a variety of populations through a variety of settings for example childcare centres, schools, specialised camps, hospice, homeless shelters, community mental health centres, and disability support services. Though they will not be expected to implement occupational therapy interventions, including assessments. Level 1 practice education experiences may also include simulated experiences, services management, and administrative experiences. Populations may include people with disabilities or well populations; age – specific or diagnosis – specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to: Academic or Fieldwork Educators, Occupational Therapists, Psychologists, Physician Assistants, Teachers, Social Workers, Nurses, Physical Therapists, Social Workers, etc. The supervisors must be knowledgeable about occupational therapy and cognisant of the goals and objectives of the Level I fieldwork experience.

Overview of the Level Ia 'Connecting with Community' placement (20 hours min)

The aim of this practice education experience is to enable students to apply emerging knowledge of occupational therapy practice and broaden their understanding of enablers and barriers to occupational performance in community-settings through engagement with a human services organisation in our local community.

To complete this Level I Practice Education experience, students will participate in 20 hours of

community-engaged practice education with a local community organisation and complete a series of preparatory and reflective learning activities, which are assessed by academic staff at Bond University. Students may complete this experience at flexible dates and times as negotiated throughout the year.

What placement sites/community partners should expect from the student?

- To conduct self in a professional manner in accordance with the Occupational Therapy Australia Code of Ethics, the Code of Conduct for Registered Health Practitioners, and the requirements of the Bond University Code of Conduct policy
- To meet all compliance requirements as needed by the organisation
- Maintain privacy and confidentiality
- Demonstrate adequate communication skills with staff, clients, and all stakeholders.
- Students should send an introductory e-mail to their community partner and copy their academic supervisor one week prior to the placement to provide a brief background about themselves and their relevant experience/interests in OT, confirm start time, where to meet, uniform/dress requirements etc (students have a Bond University professional placement uniform). A professional thank-you letter to the organisation should also be sent (copy to academic supervisor).
- Students are to complete their workbook during and after placement and submit to their university subject.
- Students are to complete a practice education log which documents the hours they attended the placement and will require sign off by the clinical educator/ academic supervisor.

On completion of the placement students will be able to:

- Demonstrate foundational professional behaviours and communication skills that reflect the values and expectations of the occupational therapy profession.
- Describe the current or potential role of an OT within the placement practice setting.
- Reflect on their experience using the Gibb’s Reflection Cycle
- Demonstrate an initial understanding of the reality of daily clinical or community-based health or education service delivery.
- Demonstrate an ability to gather information and develop an occupational profile; prioritise occupational performance challenges that could be addressed by occupational therapy intervention; and explain the relationship between human occupation, health, and wellbeing.
- Demonstrate an emerging ability to apply an occupational therapy model to an individual case study/ client.

Identify and discuss the impact of a range of factors (e.g. psychosocial, environmental, physical, cultural cognitive) that influence an individual’s occupational performance. Demonstrate emerging culturally responsive practice. Examples of experiences for level I early-stage placements (20 hours)

1. Supporting therapeutic camp or outdoor recreation programs for children with developmental disabilities
2. Assisting with running group programs and school holiday activities for children with developmental challenges
3. Assisting with running group programs in mental health services for children, adolescents, or adults
4. Providing support to a respite or support program for adults with developmental disabilities
5. Assisting with running a social skills group for adolescents with autism
6. Assisting with facilitation of a memory support program in an aged-care facility
7. Supporting inclusive education programs in schools for children with additional learning needs
8. Engaging as a mentor for university students in collaboration with Accessibility and Inclusion services
9. Supporting homeless outreach programs with local NGO
10. Assisting as side-walker for a therapeutic horseback riding program
11. Assisting with a therapeutic sport or recreation program (e.g. surfing)
12. Supporting narrative therapy with older adults living in residential aged care

Simulated Placement Information

30 hrs across 12 weeks

Master of Occupational Therapy

Level 1b Practice Education Fieldwork

Learn Play Connect- Connect Paediatric Simulation and Observation of Child development (30 hours)

Introduction:

Welcome to the simulated practice education experience in Learn, Play and Connect. Simulated learning experiences are increasingly being used in health education to support the development of key professional competencies and provide students with rich opportunities to apply theoretical knowledge and engage in re-world practice and decision-making (Imms et al., 2017). Accrediting bodies of Occupational Therapy degree programs support and encourage high fidelity and integrated simulated learning experiences to contribute up to 20% of the minimum 1000 hours of required practice education (Occupational Therapy Council Ltd, 2013). A workbook for this placement is provided on ilearn. The aim of this workbook is to structure your simulated placement and provide prompts and learning activities to broaden your understanding of the nature of occupational therapy service provision for children within a simulated practice education experience. Supervision by academic staff during designated class times will also be provided.

Utilise the instructions and prompts provided in this workbook to support your engagement in the simulated practice education experience. Be prepared to bring your workbook to the scheduled briefings, each of the scheduled de-briefing placement days and plan to discuss your responses and reflections with your supervisors and peers during the de-briefing sessions each day.

Placement Facility: This Learn, Play, Connect practice education experience is a virtual placement using high quality simulation provided through a licensed program called SIMUCASE. When you have been allocated to this placement you will receive an e-mail with instructions on how to access the SIMUCASE program at www.simucase.com. You will need to bring along your personal laptop to use in the classroom or at home if you have approval to study remotely or plan to use a computer lab on campus.

Time requirements: 20 hours to be completed across in-class sessions, completion of workbook, personal study and documentation. It is expected that students will spend approximately 2-3 hours per week during weeks 1-10 of self-directed time on simulation activities as per instructions in this workbook.

Location: Students attending on-campus this semester will complete the simulated practice education placement in the timetabled room for the Learn, Play, Connect subject. Students with approval for remote attendance due to special circumstances, will access the simulated practice education placement and supervision via Collaborate Ultra in *ilearn* for Learn, Play, Connect.

Professional Attire and Expectations: All students should arrive prepared to engage in active learning as if you were attending an off-site placement. Be on time, wear your uniform and be prepared to turn your camera and microphone on (if attending remotely) when interacting with your supervisor. All standard Practice Education professional behaviour and communication must be demonstrated at all times during the simulation. Please come prepared to each debriefing session with the defined products for that assignment.

Supervisors: Associate Professor Beth Mozolic-Staunton (bmozolic@bond.edu.au) and other academic and clinical staff (TBC).

Intended Learning Outcomes:

Upon completion of this Simulated Practice Education experience, the student will be able to:

1. Elicit the client's view of the meaningfulness of the rehabilitation process.
2. Articulate the relationship between person, environment and occupational performance during practice education experiences.
3. Utilise clinical reasoning skills in identifying and evaluating patient/client occupational performance issues during practice education.
4. Utilise self-reflection to develop insight into how one contributes to or detracts from the therapeutic partnership.
5. Re-evaluate and modify intervention plans in response to cues from the client and others in the environment
6. Utilise objective data obtained in the evaluation and re-evaluation process.
7. Actively prepare for supervision sessions by identifying specific issues to discuss.
8. Adjust behaviour and/or practice in response to supervision.
9. Observe, document and discuss the interaction between supervising therapist and patient/client or self and patient/client during practice education experience.
10. Document his/her affective and cognitive responses to fieldwork experience.
11. Achieve at least 1 personal goal in each section of the Occupational Therapy Professional Competency Standards (Occupational Therapy Council, 2018).
12. Use sound judgment in regard to safety of self and others, adhere to safety regulations throughout the occupational therapy process.
13. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
14. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
15. Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This includes developing a summary of occupational therapy outcomes, appropriate recommendations and referrals, and discussion with the client and with appropriate others of post-discharge needs.
16. Students will consider psycho-social factors related to client's occupation in every setting.

Master of Occupational Therapy Level Ic Practice Education Fieldwork The New Global Occupational Therapist- (30 hours)

Our Philosophy

At Bond University, we believe education goes beyond the classroom and are proud to provide a broad range of opportunities for community engaged learning. Changing workforce demands mean that while graduates still require deep content knowledge in their chosen discipline, they also need to develop broader skills to meet the challenges of the future. Through engagement with our communities, we strive to create inspiring student learning experiences ensuring that our graduates are equipped with the knowledge and skills necessary to be highly successful in their endeavors.

The following **New Global Occupational Therapist** placement is intended to equip students with the skills, knowledge and values to become capable individuals, effective collaborators and global citizens (for additional details about Bond University's Graduate Attributes see: <https://bond.edu.au/about-bond/academia/learning-teaching/graduate-attributes>).

Important Notice: To complete the requirements of OCTY71-111 The New Global Occupational Therapist, students must be fully compliant for Practice Education in accordance with the [Occupational Therapy Student Charter](#) and the Faculty of Health Science and Medicine [Fit to Practice](#) guidelines.

Introduction to Level I Practice Education Fieldwork

The goal of Level I practice education is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients (ACOTE, 2018). Level I Fieldwork is not intended to develop independent performance, but to introduce Master of Occupational Therapy students to the diverse needs of individuals & populations that may benefit from occupational therapy services. Level I Fieldwork supplements classroom learning by providing opportunities to integrate academic knowledge of each population in real therapy contexts or in high quality therapeutic simulations. Students develop foundational observational, interpersonal and communication skills. Fieldwork experiences include involvement with persons with varied levels of abilities and with culturally diverse backgrounds.

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 an understanding of the developmental stages, tasks, and roles of the individuals throughout the life span. Childcare centres, schools, specialised camps, hospice, homeless shelters, community mental health centres, and disability support services are among the many possible sites. Fieldwork may also include simulated experiences, services management, and administrative experiences. Populations may include disabled or well populations; age – specific or diagnosis – specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to: Academic or Fieldwork Educators, Occupational Therapists, Psychologists, Physician Assistants, Teachers, Social Workers, Nurses, Physical Therapists, Social Workers, etc. The supervisors must be knowledgeable about occupational therapy and cognisant of the goals and objectives of the Level I fieldwork experience.

Overview of the Level Ic 'New Global Occupational Therapist placement (30 hours min)

“Occupational therapists use a whole person perspective to work with individuals, groups and communities to achieve optimal health and wellbeing through participation in the occupations of life. The term ‘occupation’ is used to describe all the everyday things we do in our life roles, but also the things we do to be who we are, the things we do to create a meaningful life and to engage with wider society and

culture” (OT Australia, 2022).

The role and scope of occupational therapy is growing, and qualified occupational therapy graduates are in high demand across all facets of health, education, and social service sectors. Occupational therapy students can contribute meaningful to a range of programs or services that support individuals, groups or communities who are experiencing marginalisation, social isolation or are otherwise limited in engaging and participating in their community.

Bond University Master of Occupational Therapy program invites our valued community partners to work with a group of approximately 4 occupational therapy students on an identified community development / role- emerging placement experience. students are allocated 15-20 hours throughout the semester to work with a community provider in a non-traditional area of practice that enables the student to understand culture, economy, politics, policies, laws, the relationship between practice and context and the role of occupational therapy.

Students are expected to negotiate their availability with the site. Supervision by an occupational therapist at the community site is not required for this placement. OT supervision will be provided by Bond academic staff.

Some examples of non-traditional practice areas where occupational therapy may be beneficial include:

- Mental health and wellbeing programs (across settings and client groups)
- Homeless outreach programs
- Migrant support organisations
- Community-based early childhood programs such as pre-schools, playgroups and childcare centres
- School-based services to support inclusive education
- Programs that support capacity-building and inclusion for individuals with disabilities
- Programs to that support the wellbeing of new mothers/fathers and families
- Animal- assisted therapy programs
- Adaptive sport and recreation programs
- Child protection services
- Health promotion and population-based health services
- Policy development
- And many, many more!

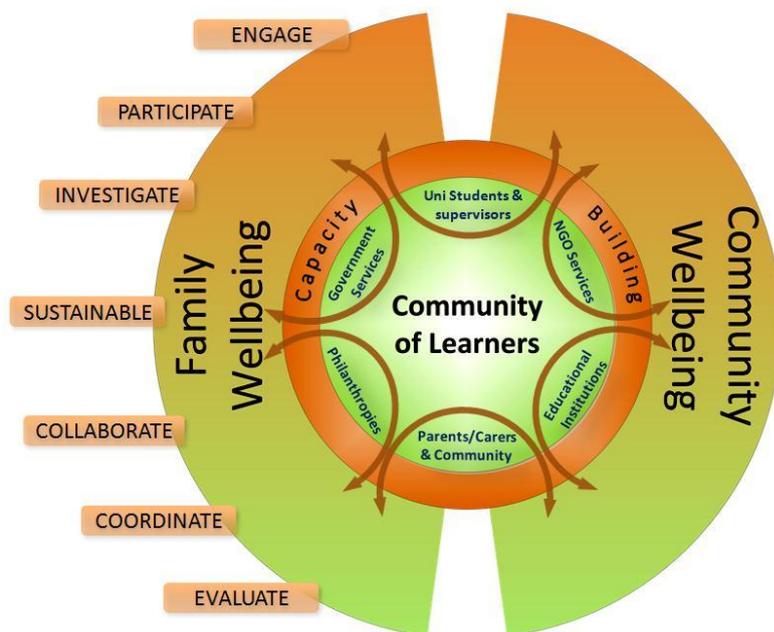
The placements can vary in scope and will be dependent on the nature of your organisation.

On completion of the placement students will be able to:

1. Adapt and apply occupational therapy professional skills and knowledge in an international, rural, and remote, or non-traditional context commensurate with studies completed
2. Demonstrate capacity to provide culturally responsive, professional, ethical & safe practice
3. Demonstrate effective time management & self-directed learning
4. Proactively manage collaborative relationships with relevant stakeholders
5. Critically apply relevant knowledge to support human occupation, health and wellbeing for individuals, groups, or communities
6. Identify, analyse, and evaluate a range of contextual and socio-political factors on the delivery of occupational therapy services.
7. Advocate for existing and future occupational therapy service delivery models and policies to address societal needs

What can placement sites/community partners expect from the students?

- Students will be expected to meet the [Bond University Fit to Practice requirements](#) before they can be allocated a placement. If you have specific compliance requirements, please let our practice education team know by emailing otlined@bond.edu.au.
- Students will be expected to comply with the Occupational Therapy Australia Code of Ethics, the Code of Conduct for Registered Health Practitioners and the requirements of the [Bond University Student Charter](#). This includes an expectation that students will maintain privacy and confidentiality and comply with occupational health and safety requirements.
- Students should contact the site contact at least two weeks prior to the placement to discuss clarify details regarding on-site visits, uniform/dress requirements etc. They are expected to maintain regular communication with the site and their academic supervisor.
- Students are to complete a practice education log which documents the hours they attended the placement and will require sign off by the supervisor. The student then submits this to the Academic Coordinator of Clinical Education for the University records.
- The students will produce a written report based on their community-based learning experiences that will be marked by academic staff at Bond University.
- Students must conduct independent background research to learn out about the organisation and the clients the organisation serves. They must do an in-depth analysis of what the organisation does and identify the role OT can play. The students work in partnership with the organisation to understand and make a positive contribution to services or programs being delivered by the organisation.
- The students will be drawing on a framework in their process called the “SpICE Guide” as outlined below which is a Specialist Integrated Community Engagement model and is a way to engage university students to build knowledge and skills in specific communities.



Model retrieved from https://www.heti.nsw.gov.au/data/assets/pdf_file/0010/428383/SpICE-Guide.PDF

Role of the Site Supervisor

- The student group would need to be allocated a site supervisor to oversee the placement. This **does not** need to be an occupational therapist. This person would need to:
 - Liaise with the Academic Coordinator of Clinical Education and the group of students to organise the logistics of the placement from the placement site perspective
 - Provide learning opportunities
 - Provide feedback to the student & Academic Coordinator of Clinical Education.
 - Contact the Academic Coordinator of Clinical Education in the event there are any issues arising (e.g. student not coping or student unwell or in case of injury or accident).

- The students will be assessed using a Bond OT Practice Education Evaluation Form. The relevant Academic Coordinator of Clinical Education will contact you to collect feedback about the student's performance.
- The students will also be allocated an Academic Coordinator of Clinical Education who will provide long-arm supervision and support.
- The Academic Coordinator of Clinical Education will contact you to confirm the placement allocation, provide occupational therapy supervision and mentoring throughout the placement. The Academic Coordinator of Clinical Education will be assessing the student's performance and they will contact the site for feedback at the end of the placement.

Thank you for your support and contribution to the clinical placement experience of Bond OT students. Should you have any questions or feedback, please feel free to make contact on the details provided below.

To express interest in hosting Bond Occupational Therapy students, please contact OTClined@bond.edu.au

MASTER OF OCCUPATIONAL THERAPY PROGRAM

About the Innovation Project Internship

Bond University Master of Occupational Therapy program enables students to complete advanced pathways which include collaborative research projects and internship experiences with our valued industry partners and academic staff. In the 2nd year of the program, students can choose to complete either the Clinical Research stream or the Business research stream. The *Clinical Research* stream involves two health research internship subjects and supervised engagement in a collaborative research project where students produce a draft manuscript in preparation for submission to an academic journal. The *Business Research* stream includes a capstone business internship subject, during which students complete a quality improvement project in collaboration with an industry partner, as well an electives business subject. Bond's innovative approach to occupational therapy education ensures that graduates are work-ready, competent, and confident to practice in a wide range of settings.

As a part of [Health Professional Research Internship A](#) (Clinical Research stream) or [Capstone Business Project](#) (Business Research Stream), students are able to complete **20 hours of practice education fieldwork experience (level I)** in a setting that is relevant to the topic of their allocated research or business project. The purpose of this Innovation Project Internship is to enrich coursework by providing opportunity for observation and participation in aspects of the occupational therapy process that are relevant to the research topic and context and to enable the student to understand aspects of the relationships between published evidence, culture, economy, politics, policies, laws, and current/future occupational therapy practice.

Internship activities may include meetings and consultations with industry collaborators and supervisors, background reading and research as required to administer the project, site visits and observations in a practice context, data collection and analysis, development and delivery of presentations, education sessions or other dissemination activities.

Scope of the Innovation Project Internship

Placement hours (20) for the Innovation Project internship should be completed during the May semester of 2nd year while enrolled in either OCTY71-404 or OCTY71-402. Students are expected to negotiate the details of their internship experience with their supervisor using the guidelines provided in Passport to Research or Passport to Business workbooks (available on iLearn in OCTY71-402 and 404). We appreciate and encourage flexible working arrangements and students may work on their projects on-site, on campus at Bond, or remotely, on a part-time basis. Direct supervision by an occupational therapist at an industry site is not required for this placement. Occupational therapy-specific, individual, or small group supervision will be provided by Bond academic staff.

Intended Innovation Project Internship Learning Outcomes

1. Represents Occupational Therapy in a professional and ethical manner
2. Demonstrates culturally responsive and safe practice
3. Demonstrates effective time management & self-directed learning
4. Develops, maintains, and closes collaborative relationships with clients, significant others, and fellow professionals/peers
5. Writes documents in an objective manner with interpretations and recommendations supported by relevant information
6. Applies relevant contemporary occupational therapy practice theory and evidence
7. Identifies, collects and analyses information required to guide project scope/role
8. Formulates desired outcomes, methods, and strategies to attain desired outcomes / deliverables
9. Implements & adapts evaluation and reflection strategies throughout the project

10. Applies knowledge of the relationship between human occupation, contextual factors, health and wellbeing to the project process and outcomes.

What to expect from the students?

- Students will be expected to meet the [Bond University Fit to Practice requirements](#) before they can be allocated an Innovation Project Internship. If you have specific compliance requirements, please let our practice education team know by emailing otclined@bond.edu.au.
- Students will be expected to comply with the Occupational Therapy Australia Code of Ethics, the Code of Conduct for Registered Health Practitioners and the requirements of the [Bond University Student Charter](#). This includes an expectation that students will maintain privacy and confidentiality and comply with occupational health and safety requirements.
- Students should contact the site contact at least two weeks prior to any planned on-site visits, to discuss project expectations and deliverables and clarify details regarding meeting times and on-site visits, uniform/dress requirements etc. Students are expected to maintain regular communication with the site and their academic supervisor.
- Students are to complete a practice education log which documents the hours they attended the placement and will require sign off by the supervisor. The student then submits this to the Academic Coordinator of Clinical Education for the University records.
- The students will produce a project report that will be marked by academic staff at Bond University.
- Students will share a final copy of their report and/or project outcomes and recommendations with the host organisation prior to completion of the experience.
- Students are responsible for negotiating relevant and appropriate Innovation Project Internship activities and experiences that are of relevance to their assigned project in consultation with their academic supervisor.
- Students will engage in background research and consultation with collaborating partner organisations and develop an understanding of the clients the organisation serves. They must do an in-depth analysis of what the organisation does and identify the current of possible role of occupational therapy in the practice setting. The students work in partnership with the organisation to understand issues or problems and then develop appropriate resources or education to have a positive, real impact.

Role of Site Mentor/Collaborator

- The student would need to be allocated a site mentor to oversee any activities that may involve interaction with clients or protected data at practice setting that is external to Bond University. This person does not need to be an occupational therapist. This person would need to:
 - Liaise with the academic supervisor and student to organise the logistics of the placement and project from the placement site perspective
 - Provide learning opportunities
 - Provide feedback to the student & academic supervisor.
 - Contact the academic supervisor in the event there are any issues arising (e.g. student not coping or student unwell or in case of injury or accident).
 - The students will be assessed via the Supervisor Assessment, Bond OT Practice Education Student Evaluation (Fieldwork Level 1d) and Critical Reflections as outlined in the subject guide. The relevant academic supervisor may contact collaborating mentors to collect feedback about the student's performance.
- The students will also be allocated an academic supervisor for the project who will provide long-arm supervision and support in collaboration with the collaborating partner.
- The academic supervisor will be assessing the student's performance and they will liaise with collaborating partner/ site mentors for feedback at the end of the placement/project.

Thank you for your support and contribution to the practice education experiences of Bond Master of

Occupational Therapy students. Should you have any questions or feedback, please feel free to make contact with our team- OTClined@bond.edu.au.