

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

Student Practice Education Manual

**Master of Occupational
Therapy Program**

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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 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

The Bond University Occupational Therapy Program is accredited by The [Occupational Therapy Council \(OTC\)](#), The [Accreditation Council for Occupational Therapy Education: ACOTE](#), The [World Federation of Occupational Therapy](#). Standards relating to practice education are outlined in this manual.

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 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’, ‘clinical education’, ‘placement’, ‘work integrated learning’ or ‘service learning’ is spread throughout the program, from the first semester to the last. Accreditation bodies require you to demonstrate that you are fit to practice and can adhere to minimum safety standards before progressing to practice education. For this reason, hurdle assessments are included in our curriculum, prior our practice education experiences. 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 various 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 the University completes this.

1.3 Contact details

OT Practice Education and Health Sciences and Medicine Placements (HSM) teams:

Within the OT program at Bond, the Academic Coordinator of Clinical Education (ACCE) is the first point of contact for students, placement supervisors and academic coordinators of clinical education regarding Practice Education. The ACCE works with the HSM Placements team to organise your placements, and staff are 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
- **Academic Coordinators of Clinical Education:** Kellie Tune, Carla Lage & Beth Mozolic-Staunton: OTClined@Bond.edu.au
- **HSM Placements Team:** hs-placements@bond.edu.au. Please get in touch with us with questions about placement procedures and administration.

Fit2Practice Team:

The Fit2Practice team can be contacted by email: fit2practice@bond.edu.au or by phone: +61 7 5595 5825 if you have specific questions.

The Fit2Practice team will host a drop-in session early in the May and September semesters. Please check iLearn for updates.

1.4 Practice education by Semester/Subject for Master of OT

Table 1. Overview of the practice education program by semester

Subject	Semester Offered	Category	Practice Setting and Supervision Model	Required Hours
OCTY71-100	May / September	Level Ia – Preparation and Fit to Practice	Preparation for Placement - Satisfactory completion of all Fit to Practice requirements as per HSM Compliance Handbook. - QLD Health Mandatory Training - Attendance and participation at Preparing for Practice Education briefing. - Submission of a Learning Plan for 1st Level I experience- “Connecting with Community” - Confirmation of readiness for safe practice through satisfactory completion of prerequisite skill assessments and demonstration of foundational professional behaviours.	10
OCTY71-109	Across First Year	Level Ia Fieldwork	Connecting with Community Community-settings, Service-learning, inter-professional and faculty supervision	20
OCTY71-109	May	Level Ib Fieldwork	Paediatrics/ Early Intervention/School-based Simulation/ supervised complex paediatrics + observation child development	30
OCTY71-111	May	Level Ic Fieldwork	The New Global OT Role-emerging/non-traditional; Faculty-led	30
MOT advanced research subjects (OCTY71-401, 402, 403 or 404)	Jan-May/Sept	Level II Fieldwork	Innovation Project Internship Engagement with community partners on research and/or quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection and dissemination under supervision of Bond academic. Assessed with SPEFR-2.	4 weeks (full-time equivalent) = 160 hours
OCTY73-700	4 th or 5 th September	Level II Fieldwork	External Assessed using SPEF-R2	10 weeks x 40 hrs/wk equivalent= 400 hrs
OCTY73-701	5 th or 6 th January	Level II Fieldwork	External Assessed using SPEF-R2	10 weeks x 40 hrs/wk equivalent= 400 hrs
Total Level I			90 hours	
Total Level II equivalent = 960 hours			24 weeks x 40 hrs/week	
Total Practice Education/Fieldwork			1050 hours (includes 10 hrs preparation of Fit to Practice compliance requirements)	

Note- students complete either OCTY71-402 and OCTY71-403 (Clinical Research Stream) OR OCTY71-404 (Business Research Stream)

Section 2 – Practice Education roles, responsibilities and requirements

2.1 Fitness to practice requirements for the program

Preparation for Practice Education begins the moment you enter the program. As a student in a professionally accredited program, it is your responsibility to ensure you remain fit to practice **throughout** your studies. Being 'fit to practice' means:

- Meeting the OT program's [inherent requirements](#)
- Managing health and wellbeing appropriately
- Demonstrating professional and ethical conduct
- Maintaining capacity for safe and effective practice

To be eligible for Practice Education and on-campus classes, you must comply with all requirements outlined in [Bond University's Fit to Practice Policy](#). This policy sets out the expected standards of conduct, compliance, performance and capacity for safe practice. You must also adhere to the [Fitness to Study and Practice Procedures](#), which govern how the University manages any concerns related to your health, wellbeing or behaviour that may affect your fitness to study or practice. If concerns arise regarding your fitness to study or practice, they will be addressed in accordance with the relevant University procedures.

For further information on compliance requirements:

- Visit the [Fit to Practice Website](#)
- Ensure your [Osler](#) account is up to date
- Contact the Fit2Practice team at fit2practice@bond.edu.au or +61 7 5595 5825.

Please note:

- *Many of these requirements will need to take place ahead of time and can take several months for processing. For example, Hep-B vaccination schedule is up to 6 months in duration. Therefore, we strongly recommend that you complete these requirements upon acceptance of your offer to the program and prior to orientation week of your first semester in the program.*
- *If you do not achieve or maintain your Fit to Practice compliance before enrolling in each semester, you may be deemed [unfit for practice](#) and you may experience a delay to placement allocation, a disrupted placement experience and termination of your placement which may result in an incomplete or failed grade for your subject and your progression in the program will be delayed. [Please note the Fitness to Practice Policy applies.](#)*

2.2 Placement Costs

Students undertaking clinical placements, internships or field trips in Australia and overseas will be responsible for organising their own accommodation and travel. Students are responsible for paying additional costs associated with travel and accommodation. There may also be fees for processing documents, transcripts and letters required for clinical placements. For information about costs associated with clinical placement vaccinations/checks, please visit the [HSM Costs](#) website.

Information on rural scholarships and bursaries is available on the [OT communities page](#) on iLearn. This information can be found under the *Practice Education* heading. The Student Opportunity Fund helps cover some costs associated with placement, like fuel, hospital parking fees, tolls and accommodation. Please visit the [Bond Student Opportunity Fund](#) website for more information

2.3 Inherent Requirements and Requests for Adjustments

Bond University is committed to providing an inclusive and supportive educational experience. We value diversity and strongly support the rights of all individuals to participate in higher education and to pursue personal and career aspirations. With the aim of providing the greatest access for students with a disability or health condition, whilst ensuring safe and effective patient care, students are expected to adhere to:

- [Occupational Therapy Inherent Requirements](#)
- [Occupational Therapy Code of Conduct](#)
- [Guidelines for Mandatory Notifications](#) and
- [Australian Occupational Therapy Competency Standards](#).
- [Occupational Therapy Program Student Charter](#)
- [Fitness to Practice Policy](#)

The University has inherent requirements for all programs that reflect the essential knowledge, skills and experience required for Bond students to successfully complete a program.

2.4 Dress code and professional standards for placement

Students are assessed on their professional behaviour and self-management skills on all practice education experiences. Students are expected to adhere to WH&S and Infection Control Policies and Procedures and are therefore expected to dress professionally.

Unless otherwise specified by the placement facility, students are expected to wear their Bond University Occupational Therapy Uniform throughout their placement experience. Students should be mindful of the cultural context of their placement and clarify uniform requirements before starting their allocated placement. In some clinical settings, students will be expected to be naked below the elbow

and comply with PPE requirements, including wearing a fit-tested N95 mask. Should students need to request adjustments to placement in relation to uniform code, or their ability to comply with infection control policies & PPE requirements, they should request to meet with the placement team via their practice education survey and forward requests to the Practice Education Team.

The Bond University uniform consists of:

- The Bond University OT program dress shirt or polo (Bond logo displayed)
- Long black trousers, these should allow a full range of movement, be opaque and professional.
- Black shoes that meet the WH&S and infection control requirements outlined below.
- The Bond University sleeveless vest is optional. Some placements will be in winter and in air-conditioned environments.

Shoes

Shoes should be black, enclosed, flat, fit well and be in good repair. Heels should be <2.5cm & slightly rounded to allow stability, even weight distribution, and good contact with the ground. Soles should be firm, flat and non-slip, allow movement at the ball of the feet, and have a good grip. The material should be non-permeable to fluids and sharps & easy to clean. The shoe should conform to your foot, be fastened well by laces, zips or Velcro/hook & loop. They should be comfortable. For more information see [WorkSafe QLD's Footwear Guide](#).

Fingernails & jewellery

Clinical environments will expect students to be naked below the elbow to adhere to infection control and WH&S requirements. Nail polish, artificial nails and jewellery worn on the wrist and hands will contravene infection control and WH&S procedures. Other jewellery may cause a WH&S risk to students and therefore jewellery should be avoided, unless the students have discussed risks with the practice education team and the placement.

Hair

Hair must be clean, neat and long hair must be tied back. Facial hair can impact PPE/respirator fit and thus can impact infection control. Students are required to wear PPE/respirators in some clinical settings. Students who are unable to comply with infection control requirements should request a meeting with the practice education team via their practice education survey at least 2 semesters prior to their placement period. For additional information on the impact of facial hair on PPE, please see: https://www.health.qld.gov.au/_data/assets/pdf_file/0011/1170020/respiratory-protection-workers-with-facial-hair.pdf.

2.5 Disclosure and responsibilities

Students are expected to proactively manage their wellbeing and any physical or mental health conditions that may impact their ability to provide safe and effective care during placement and to maintain Fitness to Practice throughout the program.

- Early disclosure of any issue or circumstance that impacts your work, health and safety in placement and your ability to meet the inherent requirements of the program is strongly encouraged. This allows time for reasonable accommodations or a Learning Access Plan (LAP) to be developed, if appropriate.
- Non-disclosure or late disclosure may lead to placement disruption, delays in program progression, and potentially placement failure.
- Refusing a placement allocation may have consequences for your program progression, as all students are required to complete practice education placements.

If you have a health condition, disability or impairment that may affect your work, health and safety in placement and ability to meet the [Occupational Therapy Inherent Requirements](#) during placement, you are encouraged to:

- Gather supporting evidence from your doctor or treating health professional about your health condition, disability or impairment.
- Notify the Practice Education team (otclined@bond.edu.au) as early as possible.
- Contact the Accessibility and Inclusion [Team](#) for confidential advice and support.
- Access wellbeing supports at any time through the University's [Bond Care](#) system.
- Consider developing a personal self-care plan prior to placement. Please see the range of wellbeing supports available to you [here](#).

2.6 Where will my placements occur?

Due to the wide range of practice contexts across Australia and the workforce needs of the OT profession, **all students are required to travel for placements**. It is highly likely that you will be allocated to at least one placement in a regional, rural, or other location outside of Southeast Queensland. You should plan for and **be prepared to complete placements beyond the Southeast QLD region** during the program.

Students are surveyed for your information relevant to your placement allocation. Students are responsible for updating their own practice education survey. A link to the [practice education survey](#) is available via the practice education section of the OT Communities iLearn page.

Please note:

- Transport, accommodation and caring responsibilities are not considered mitigating circumstances.
- Placements are organised 6 months in advance. Therefore, surveys must be updated by COB in Week 1, two semesters before the placement takes place.
- If you do not update your survey to ensure the placement team is aware of your career goals, available accommodation options, transport arrangements, support requirements and any conflicts of interest prior to the allocation period, we will make placement decisions based on the information we have.
- Failure to identify accommodation options outside Southeast Queensland may still result in a placement allocation outside the Southeast Queensland region.
- We do not allow students to source their own placement and attempts to do so will be treated as breach of the [Occupational Therapy Program Student Charter](#).
- Students are responsible for costs associated with undertaking clinical placements including travel and accommodation costs. [Please see our website for guidance](#).

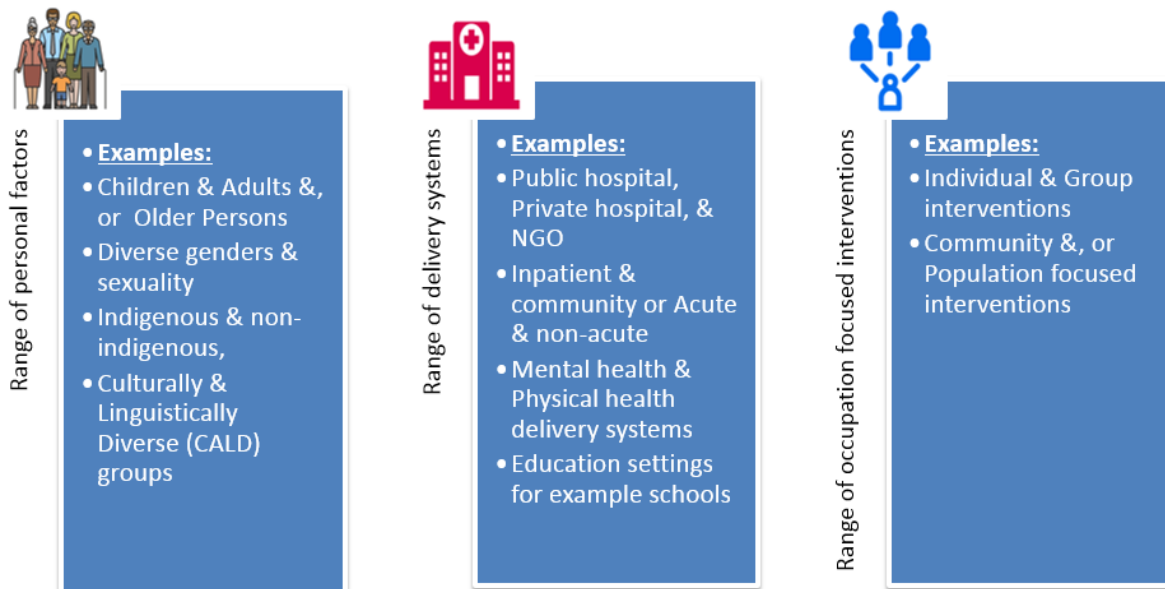
2.7 Placement Preparation Checklist

- ☐ Keep your OT placement [survey](#) updated by COB in Week 1, two semesters before the placement takes place and notify the practice education team of any conflicts of interest in relation to practice education.
- ☐ Attend all placement Practice Education mandatory workshops and briefings.
- ☐ Achieve and maintain your [Fit to Practice compliance](#) before enrolling in each semester to be allocated a Level I and II 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 site site-specific orientation day if requested by your placement site.
- ☐ Review relevant content and resources provided to you during coursework subjects on iLearn.
- ☐ In alignment with section 2.3 above, inform the Academic Coordinator of Clinical Education (Occupational Therapy) or the Access and Inclusion Team of any changes to your health or wellbeing that may impact your placement performance at your earliest convenience.

2.8 Types of placements 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 who 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 Placement

The goal of Level I placement is to introduce the student to the fieldwork experience and develop a basic comfort level with and understanding of the needs of clients. Level I placement is integral to the program's curriculum design and includes experiences designed to enrich coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences *is not* intended to be independent performance.

Qualified personnel for supervised Level I placement include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses and physical therapists. (American Occupational Therapy Association [AOTA], 2023).

Services may be provided to a variety of populations across different settings. Experiences may include those directly related to occupational therapy, as well as other situations, to enhance understanding of the developmental stages, tasks, occupations and roles of individuals through the lifespan. Level I placement may also include service management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include people with and without disabilities, age-specific or diagnosis-specific clients.

Level I placements are delivered as short, structured learning experiences embedded throughout the curriculum. Across designated coursework subjects, students complete a minimum of 90 hours of Level I practice education in three levels: Level 1a (Connecting with Community), Level 1b (Learn, Play, Connect) and Level 1c (The New Global Occupational Therapist), which together build students' foundational readiness for practice. These hours may include supervised engagement, observation, participation, documentation, debriefing, reflection and other structured, foundational learning activities relevant to occupational therapy practice.

Note: Placement schedules are negotiated between the agency and the University and may occur within the standard Bond University semester dates (Weeks 0 – 15). Placement dates and schedules are negotiated between the agency and the University and may be subject to change to accommodate agency operations or learning opportunities.

Level 1a Placement Allocation Process

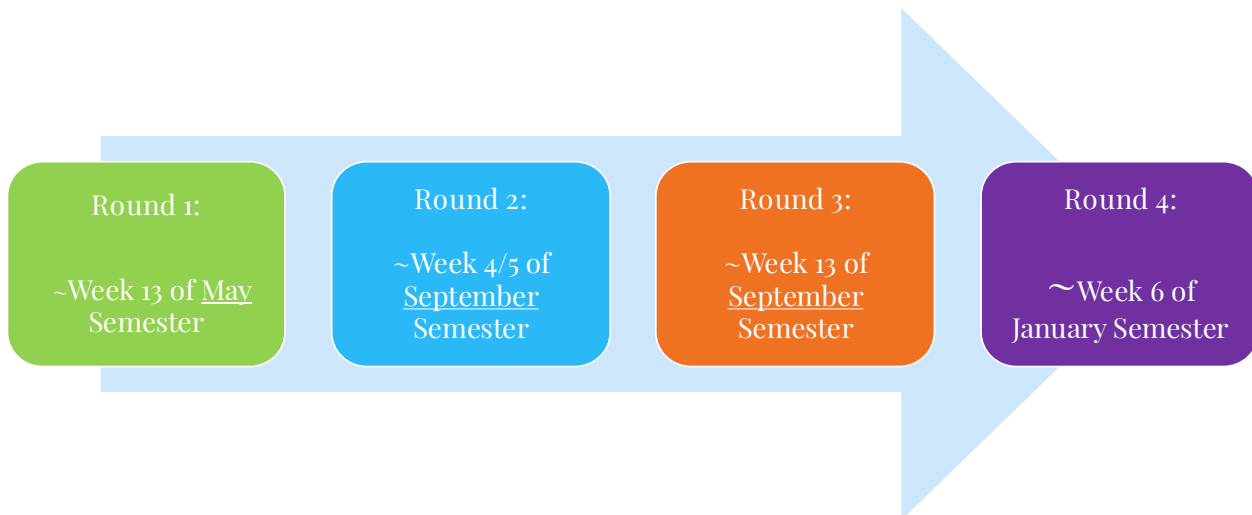
Preparation for Level 1a placements occurs within **OCTY71-100 Foundations of Occupational Therapy**, as part of **Assessment Task 4**, where students complete **Part A** of the Level 1a Workbook and all required **Fit2Practice** tasks on [Osler](#). The Level 1a placement takes place after successful completion of OCTY71-100 and is finalised in **OCTY71-109 Learn, Play, Connect**, where **Part B** of the workbook is submitted by week 12. Please refer to the [HSM Rules of Assessment and Progression](#) for overarching program progression requirements.

Table 2. Level 1a Placement Timeline

Stage	Week / Timing	Tasks to Complete	Where it's submitted/checked
Preparation for Placement (Part A – within OCTY71-100)	Weeks 1–9	- Prepare to complete all Fit2Practice compliance tasks and upload required documentation to Osler (e.g. vaccinations, police check, NDIS Worker Screening, First Aid, CPR) - Attend the Preparing for Practice Education briefing (Week 6). - Begin drafting your Learning Plan and Introductory Letter for “Connecting with Community” (Part A of the workbook).	Osler (Fit2Practice) iLearn (OCTY71-100 Assessment, Task 4)
Preparation for Placement (Part A – within OCTY71-100)	Week 10	- Submit Assessment Task 4: Practice Education – Preparation for Placement (Part A). - Submit Fit2Practice evidence to Osler.	Osler (Fit2Practice) iLearn (OCTY71-100 Assessment, Task 4)
Placement Allocation	See allocation timeframe	Eligibility for Level 1a placement allocation is confirmed when students have: - Passed OCTY71-100 and completed all Fit to Practice requirements on Osler. - Demonstrated readiness for safe practice through satisfactory completion of prerequisite skill assessments and foundational professional behaviours.	Occupational Therapy Clinical Education Team
During Placement	Throughout the year (may occur outside semester dates if required)	- Complete Part B of the workbook during placement. - Hours Log complete and signed by your on-site and academic supervisor.	Level 1a Workbook & Hours Log
Post-Placement Submission (Part B – within OCTY71-109)	Week 12 of OCTY71-109	Submit your signed Hours Log, Supervisor Evaluation Form and Level 1a Workbook (Part B).	iLearn (OCTY71-109 Assessment, Task 3)

Allocation Timeframe

Placements are usually allocated around key program checkpoints each semester. Exact dates vary depending on agency availability and student readiness. The approximate allocation timeframe is:



Allocation criteria

It is an accreditation requirement that students demonstrate fitness for practice before interacting with the public. Allocation to placements, therefore, depends on your progress in the program and your ability to meet the competency expectations required for safe practice, see [OTC Standards](#), specifically Domain 1, criteria 1.2 and 1.3, which relate to being Fit to Practice and ready for community interaction.

This means you must:

- Be fully compliant with all Fit2Practice requirements (e.g., Blue Card, Police Check, vaccinations, First Aid and CPR certificates).
- Pass the hurdle skills assessments that demonstrate your readiness to engage safely and professionally with the community.
- Demonstrate professional behaviour in line with accreditation standards, which includes maintaining a respectful and safe learning environment, demonstrating accountability, appropriate communication and ethical conduct across academic and practice settings.

Reallocations and availability

For Level 1a placements, if reallocations are required due to placement cancellations or unforeseen circumstances, we ask that students remain available from Orientation Week to the end of Week 15, allowing time for reallocation if possible. Please note that while we survey you for your interest areas, we allocate placements on the basis of best fit for all students and accreditation requirements. We do not guarantee that we can accommodate your preferences. Refusing a placement offer may result in delays to program progression.

Supervisor Credentials

Our supervision requirements are consistent with [The OTC](#) & the [ACOTE C Standards](#). Supervision of Level I placement at Bond University is carried out by qualified professionals meeting the guidelines articulated above. Students will also receive supervision from the occupational therapy program team at Bond University via mandatory pre- and post-placement briefings. Students are advised that they are being assessed by their university-allocated supervisor, with feedback from identified site supervisors. Students are expected to proactively negotiate and receive supervision as per the workbook guidelines for each practice education experience.

Level II Placement

The goal of Level II placement is to develop competent, entry-level generalist occupational therapists. Level II placement is integrated into the curriculum design and includes in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services. To meet registration requirements, students are required to complete a minimum of 24 weeks' full-time equivalent supervised Level II placement across Innovation Projects (OCTY71-401/402/403 or 404), OCTY73-700 and OCTY73-701. This is based on a 40-hour working week, which may include direct service delivery, documentation, debriefing, reflection, preparation and other non-clinical activities considered part of an occupational therapist's role as relevant to the practice setting. Part-time placements may be available as agreed upon by the site and the program. Level II fieldwork may be completed in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

Level II fieldwork may be scheduled at any time during the Bond semester dates (Week 0 to Week 15). Placement dates and schedules are negotiated between the site and program and may be subject to change. OCTY73-700 and OCTY73-701 each require 10 weeks of full-time equivalent (40 hrs per week/400 hours) of supervised practice. Level II placement is required to reflect diverse areas/settings as highlighted in the [Bond Practice Education Framework](#).

Level II placement is usually offered full-time or 4days/week as advised by the placement site. Placement hours are defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies. Part-time placement can be negotiated. However, completing fieldwork on a part-time basis may impact course progression and delay completion of the program.

Reallocations and availability

For Level II placements, if reallocations are required due to placement cancellations or unforeseen circumstances, we ask that students remain available from Orientation Week to the end of Week 15, allowing time for reallocation. Please note that while we survey you to determine your interest areas, we allocate placements based on the best fit for all students and accreditation requirements. We do not guarantee that we can accommodate your preferences. Refusing a placement offer may result in delays to program progression.

Placement Evaluation

Students are assessed by their assigned clinical educator using the Student Practice Evaluation Form SPEF-R2. Students are encouraged to complete a self-assessment to prepare for the formative and summative SPEF-R2 evaluation. Students are encouraged to use the SPEF-R2 and module learning outcomes to guide their learning goals and supervision discussions.

Supervision Requirements

Students undertaking Level II placements require a minimum of 8 hours of direct supervision/week of the placement by an occupational therapist who holds current registration with the Occupational Therapy Board of Australia and has a minimum of 12 months (or equivalent) post-qualification experience in a practice area relevant to the placement setting. It is expected that supervision will be scaffolded throughout the placement to encourage increasing independence and autonomy as the placement progresses. Supervision can be provided in several different formats (direct, indirect, and reflective supervision activities) and models (see [Table 3](#)). Students are expected to be able to contact an occupational therapy supervisor during all working hours. When the supervisor is off-site, an on-site supervisor designee from another profession must be assigned while the occupational therapy supervisor is away. Please notify the academic coordinator of clinical education if you have any concerns about your supervision.

What is expected from the students?

- Students will be expected to maintain their [Fit to Practice compliance](#) and follow the requirements outlined in the [Bond University Fit to Practice Policy](#) throughout the placement experience. More information can be found in the [Bond University Fit to Practice hub](#). **Students will not be allocated a clinical placement if they do not meet the Fit to Practice requirements and placements may be terminated or disrupted if there is a lapse in compliance during the placement which may result in placement failure and delayed program progression.**
- Students are expected to self-manage their health and wellbeing throughout the placement. If you have specific needs, please let our practice education team know by emailing otclined@bond.edu.au well in advance of any placement planning. You can also seek support and advice via [Bond Accessibility & Inclusion](#).
- 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 responsible for proactively recording their supervised placement hours via a practice education log, this will require a sign-off by the supervisor responsible for overseeing the student hours and assessment of competency. The student then submits this, adhering to the instructions on iLearn (the student's virtual learning environment) for the University records. Students are advised to have their log signed weekly by their clinical educator and they are responsible for ensuring their log is accurate, complete and submitted according to the module instructions.
- The students are expected to adhere to site policies and procedures and engage actively in the learning and supervisory process.
- Students are expected to notify the site and university in the event of any absence from placement using an absent from placement form available via iLearn.
- Student are expected to notify the site and university in the event of any incident during placement using the incident reporting form on iLearn and adhere to the procedures and policies at the placement site.

Intended Level II Placement Learning Outcomes

On successful completion of your Level II placement, you will be able to:

1. Demonstrate professional, ethical behaviour in accordance with the Professional Competency Standards, Codes of Conduct and Ethics.
2. Demonstrate reflective practice through establishing and monitoring learning goals, engagement in professional supervision and maintaining ongoing professional development and learning.
3. Demonstrate entry-level competence in evaluation, interpretation and documentation of the occupational performance needs of individuals and groups, including developmental, cultural, and psycho-social needs.
4. Critically apply contemporary theory, practice knowledge and evidence to deliver client-centred occupational therapy services.

2.9 Pre and Post placement workshops

Attendance at all placement Practice Education workshops and briefings is a **mandatory assessment item** of each placement experience. You are required to attend in person unless you have prior permission from the Head of Program.

2.10 Allocation of Placement

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

1. Students to submit a [practice education survey](#) available via the [OT Communities iLearn page](#). Survey responses must be submitted by COB week 1, a minimum of two semesters prior to the placement period, to be considered for level II placement experiences (Friday week 1 of the January semester for the September-December placement period and Friday week 1 of the May semester for the January-May placement period). Students are required to keep their survey up to date and to notify the practice education team of any changes or conflicts of interest. Information obtained by the deadline will be used to inform the allocation.
2. **Students will be given between 3 – 6 weeks' notice of their allocated placement via email.** Placements are allocated according to APHRA registration requirements, available placement opportunities and the best fit for all students according to placement surveys submitted by the relevant deadline. 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. Please note that placements may be cancelled or changed at short notice by sites and the ACCE will then communicate with you about alternative options. We encourage our alumni to attend [practice education training](#) in their first 2 years of practice.
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.
4. Please note that refusal of a practice education experience may result in delays to your program progression.

2.11 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 orients 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 our [OT Clinical Education Page](#).

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 you 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 your and your practice educators' signatures against the 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:

- It is an accreditation requirement that you complete a minimum of 1000 supervised clinical hours and your placement logs are how you evidence completion of these hours. It is your responsibility to ensure your placement logs are signed by the relevant supervisor, completed and submitted to the correct Microsoft Form before the deadline (check iLearn for the deadline).
- You are advised to print your logs and take them with you to each supervision session (and each site visit for Level I placements).
- The Bond University template should be used and is provided on the iLearn subject site.
- Your completed log should include:
 - o Your name and cohort number
 - o Your Educator/Supervisors name and signature – a typed name is not sufficient
 - o The correct placement identifier that corresponds to the Microsoft form
 - o A total number of hours that corresponds to the number of hours required for the placement as identified on the Microsoft form and see section 1.4
 - o The correct number of hours for the placement - see section 1.4

If you submit an incomplete log or a log with incorrect information, your log will be rejected. Please note your logs are part of the mandatory assessment requirements and therefore non-submission, or incorrect or incomplete submission, may impact your program.

3. Fieldwork Reflection Journal:

- You are required to complete reflections during your placement as per the 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 change (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](#).

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 Australian 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 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 for and following up on 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 (see [Table 3](#)). Some of the common models, which are frequently implemented at Bond University, are described below, although this list is by no means exhaustive.

Table 3. Supervision and Placement Models

Supervision/ Placement Model	Description
<i>One-on-one</i>	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 in acting independently (with oversight).
<i>Collaborative</i>	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.
<i>Group supervision</i>	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.
<i>Role emerging</i>	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, alongside 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 help to develop important skills such as communication and evidence-based practice at a high level. Conversely, students may feel that they have fewer opportunities to practice hands-on skills. On balance, it is often useful if students experience a mix of both more traditional and role-emerging or project placements.
<i>Project placements</i>	Project placements are like role-emerging placements in regard to challenges, 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.
<i>Student/ Academic-led clinics</i>	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 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 as well as guide 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 placement, long placements, also known as Level II placement, 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 are also expected to follow [Bond University's Fit to Practice Policy](#) and must meet compliance requirements set by the placement provider and as outlined in the [Fit to Practice guidelines](#). Among other requirements described in the guidelines, students must maintain current and valid the following security checks:

- QLD Working with Children Check (Blue Card)
- NSW Working with Children Check
- National Police Check
- NDIS Worker Screening Clearance Card
- Hepatitis B and other mandatory vaccinations
- 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 a placement, and this will impact their progression in the program. Students are expected to respond to all communications from the Fit2Practice team, Osler, HS-Placements and ACCE in a timely manner to avoid delays to your placement allocations.

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 will be in breach of the professional behaviour expectations outlined in the [Student Charter](#) if they attempt 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 three Level I placements (20-30 hours each), three Level II long block placements (1x 160 hr innovation project placement and 2 x 10-week blocks x 40 hours per week each) and a range of practice education experiences embedded in coursework subjects.

Question: Where does fieldwork occur?

Answer: Students are placed in a public, not-for-profit and/or private health or human services facility between the Sunshine Coast, Brisbane, Gold Coast, Northern New South Wales and Toowoomba area, as well as other regional and rural locations. Interstate placement requests are not guaranteed, though students can highlight alternative accommodation options throughout Australia in their [practice education survey](#). Applications for international placements must be received by COB week 1 in the January semester, 2-3 semesters prior to the placement period. Some simulation and virtual experiences are incorporated into the curriculum.

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

Answer: Students are required to update their [practice education survey](#) (see [2.3](#)) before the deadline to ensure the placement team is aware of their career goals, available accommodation options, available transport, support requirements and conflicts of interest prior to the placement allocation period. We **do not allow** students to source their own placement. The priority of the placement team is to ensure you meet registration requirements. We welcome student survey responses, though it is not always practical or possible to accommodate all placement requests. Furthermore, mandatory requirements as set out by WFOT and accreditation bodies, as explained above, must be met, which may impact the choice of placement for a student.

Question: Do I have to pay for fieldwork?

Answer: You are responsible for paying for your own transport (fuel, tolls, parking fees) to get there. You are responsible for organising 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 and fitness for practice requirements.

*Exception: students may be required to contribute to additional costs for some international placement experiences, where this is relevant, information will be provided in advance of the placement allocation.