



**BOND
UNIVERSITY**

**FACULTY OF HEALTH SCIENCES
& MEDICINE**

Practice Educator Manual

Master of Occupational Therapy

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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](#)
- [Occupational Therapy Council \(OTC\)](#)
- [Accreditation Council for Occupational Therapy Education: ACOTE](#)

2. Practice Education within the Program

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

Practice education within the [Master of Occupational Therapy program](#) includes both Level I and Level II supervised and assessed experiential learning activities conducted on-campus, virtually or in external clinical and community settings (fieldwork). The Program includes over 1000 hours of practice education to exceed minimum requirements and 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, ensuring that they 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 Offered	Category	Practice Setting and Supervision Model	Required Hours
OCTY71-100	May / September	Level Ia – Preparation and Compliance	Preparation for Placement <ul style="list-style-type: none"> Satisfactory completion of all Compliance requirements QLD Health Mandatory Training Attendance and participation at Preparing for Practice Education briefings. Confirmation of readiness for safe practice through satisfactory completion of prerequisite skill assessments in OCTY71-100 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 placement 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 placement 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 Compliance requirements)	

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

3. What should students 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 September intake (from 2022- current)

Semester	Subject	Subject	Subject	Subject
1 Sep 2025	OCTY71-100 Foundations of occupational therapy	OCTY71-101 Health conditions & multidisciplinary management	OCTY71-102 Neuroscience for health professionals	OCTY71-107 Evidence based practice for health professionals
2 Jan 2026	OCTY71-104 Engage: In occupation	OCTY71-105 Enable: Occupational performance	OCTY71-103 Enabling environments: A systems approach	OCTY71-401 Health research design & planning
3 May 2026	OCTY71-108 Occupational therapy: Work	OCTY71-109 Occupational therapy: Learn, play, connect	OCTY71-110 Occupational therapy: Independence & participation	OCTY71-402 Health professional research internship A or OCTY71-404 Business Capstone
4 Sep 2026	OCTY71-106 Occupational therapy roles & responsibilities	OCTY73-700 Professional practice in occupational therapy I		
5 Jan 2027	OCTY71-113 The occupational therapy professional: Practice, standards & quality	OCTY73-701 Professional practice in occupational therapy II		
6 May 2027	OCTY71-111 The New Global Occupational Therapist	OCTY71-112 Promoting the occupational health & wellbeing of communities	OCTY71-403 Health professional research internship B or Directed elective for Business pathway	Elective subject

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

Placement	Duration	What to expect
Connecting with Community- Level Ia 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 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 Compliance Hub.</p>
Service-User Co-Designed-- Level Ic Fieldwork	30 hours	<p>Students will participate in a theatre of the oppressed production run by service users and will reflect on competency standards, legal & ethical frameworks, advocacy & therapeutic use of self, social structures, systems, sustainability, social determinants of health& evolving service delivery modules Students will work in small groups to work through the OT process, collaborating with individuals with lived experience/consumers of OT services to co-design and advocate for occupational therapy services. Students will have an allocated academic supervisor, service user(s) and service and they will need to coordinate weekly supervision sessions, attend 3 timetabled sessions with service users and arrange a site visit.</p>
Professional practice in occupational therapy II	10 weeks full time (400 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	10 weeks full time (400 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. During the long-block placements, the Academic Coordinator for Practice Education</p>

		for OT at Bond will be available to support students and educators through site visits and supplemental tutorials/workshops as needed.
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4. Before the placement begins

Students will be prepared through university content, Level I and simulated placement experiences, as well as pre-briefing for placement and the fulfilment of professional responsibilities. Additionally, students must possess a current and valid Blue Card, NDIS Worker Screening Card, National Police Check, mandatory vaccinations, and hold current accreditation in Provide First Aid (HLTAID003) & Provide CPR (HLTAID001). A comprehensive list of compliance requirements can be found [here](#).

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 orient 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 Practice 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](#).

5. Supervision requirements

Learning is scaffolded throughout the placement, and it is helpful to provide an induction to the service, policies, procedures, and safe working practices. Our supervision requirements are consistent with the [OTC & ACOTE C Standards](#). For Level I placements, students are allocated an academic supervisor/mentor by Bond University who is a registered occupational therapist. The supervisor will oversee the student's workbook activities to develop the student's clinical reasoning and reflective skills. The placement site will need to provide a site supervisor who is able to oversee the student's practice on site. A site supervisor can be included, but is not limited to, currently licensed, or regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. Students are not expected to undertake any clinical work without direct supervision.

Educators responsible for supervising Level II placements need to provide a minimum of 8 hours of direct supervision each week of fieldwork experience. We would expect there to be a formative assessment of the students' performance at the midway point of the placement, along with regular professional and clinical supervision. It is a requirement for supervisors to have a minimum of 12 months full-time equivalent experience where there is direct supervision by an on-site registered occupational therapist. In role-emerging placements or where there is not a currently licensed occupational therapist, a minimum of 8 hours per week of direct supervision should be provided by a currently registered occupational therapist with at least 3 years' full-time or its equivalent of professional experience and a documented plan for provision of occupational therapy services should be developed in consultation with the ACCE. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

6. 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 to the actual event as possible. 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 you. 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 halfway 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 Practice 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), an 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.

7. 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 Practice Education to discuss a support plan.

It is possible to highlight insufficient observation if you have 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 Practice 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 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.
Group supervision	Group supervision can take many forms (e.g., multiple mentoring, shared supervision, inter-agency placements) where there are multiple practice educators and one or more students. These placements work well when practice educators and students have similar expectations and understanding of the practice placement. While having multiple supervisors means that 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.
Role emerging	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

	<p>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-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.</p>
Student/Academic-led clinics	<p>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.</p>

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.

As a clinical educator we value your external and unbiased assessment of the students' performance against competency standards. The university will work with you to support student learning and wellbeing. 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 Practice Education (Occupational Therapy) as early as possible. They are also a key contact if concerns arise during placement including, but not limited to:

- Performance.
- Professionalism.
- Self-management, reflexivity and self-directed learning.
- Health and wellbeing / WH&S.

The University values early notification of concerns to ensure the student has access to information, resources and support and an opportunity to respond to feedback. Academic Placement Coordinators can help you document the provision of interventions and supports as well as monitor progress against SPEF standards. Where feedback and support have been provided and documented and there is no improvement and/or concerns of safety to the public, the student, the staff or service the placement may be terminated. Academic Placement Coordinators need to be involved in providing early support where there are such concerns.

Concerns around a student's health: 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.

Please also let the Academic placement team know if there is a change in your circumstances that impacts your capacity to provide supervision. We appreciate advanced notice of changes to placement opportunities and issues impacting on supervision and placement viability.

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 Practice 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 Practice Education (Occupational Therapy) at otclined@bond.edu.au.

Appendix I: Level I Fieldwork Information

Master of Occupational Therapy Level I Practice Education Fieldwork

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 **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/our-university/bond-difference/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.

Level Ia Practice Education Fieldwork

Occupational Therapy Foundations- Connecting with Community (20 hours)

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 at least 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.

On completion of the placement students will be able to:

- Demonstrate professional behaviour, communication and self-management skills.
- Demonstrate emerging professional reasoning through case formulation, grounded in an understanding of human occupation, health and wellbeing, to inform relevant components of the occupational therapy process.
- Demonstrate the ability to apply occupational therapy models to conceptualise occupational performance and participation.
- Demonstrate an emerging, client-centred and culturally responsive understanding of client needs, roles and participation within psychosocial, cultural and community contexts.
- Critically reflect on placement experiences and feedback to inform learning, professional strengths, challenges and priorities for future development.

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.

Examples of experiences for level I early-stage placements

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)
Supporting narrative therapy with older adults living in residential aged care

Level 1b Practice Education Fieldwork

Learn Play Connect- Connect Paediatric Simulation and Observation of Child development (30 hours across 12 weeks)

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. Articulate the relationship between person, environment, and occupational performance during practice education experiences.
2. Utilise clinical reasoning skills in identifying and evaluating patient/client occupational performance issues during practice education.
3. Utilise self-reflection to develop insight into how one contributes to or detracts from the therapeutic partnership.
4. Re-evaluate and modify intervention plans in response to cues from the client and others in the environment
5. Utilise objective data obtained in the evaluation and re-evaluation process.
6. Actively prepare for supervision sessions by identifying specific issues to discuss.
7. Adjust behaviour and/or practice in response to supervision.
8. Achieve at least 1 personal goal in each section of the Occupational Therapy Professional Competency Standards (Professionalism, OT Knowledge and Learning, OT Process and Practice, Communication; Occupational Therapy Council, 2018).
9. Use sound judgment regarding safety of self and others, adhere to safety regulations throughout the occupational therapy process.
10. 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.
11. 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.
12. 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.
13. Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process and demonstrate skills in intra-professional collaboration and supervision.
14. Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.
15. Consider psycho-social factors related to client's occupation in every setting.

Level 1c Practice Education Fieldwork

The New Global Occupational Therapist- (30 hours across 12 weeks)

“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).

Through this lens, occupational therapy uniquely addresses the interaction between individuals, environments, systems, and social structures.

The scope of occupational therapy continues to expand, with graduates in strong demand across health, education, community, and social service sectors. Increasingly, occupational therapists are working in community-based, primary care, and non-traditional practice contexts, responding to social determinants of health, evolving service delivery models, and population-level needs.

Occupational therapy students are therefore well positioned to contribute meaningfully to programs and services supporting individuals, groups, or communities experiencing marginalisation, social exclusion, barriers to participation, or inequitable access to resources and opportunities

Students will meet and interact with service users, service providers, including support workers and their academic supervisor. Students will complete **30 placement hours between weeks 4-12**, which will include:

- Active participation in a Theatre of the Oppressed Production & facilitated reflection with a service user & OT.
- An interview with a service user.
- A site visit to a service user, where they will explore a typical day of a service user and have an opportunity to interact with support workers to gather information to inform a co-designed OT intervention.
- Weekly supervision sessions where students will present workbook activities designed to work through the OT process.
- Participation in an advocacy panel, where they will pitch their intervention to a service user & receive feedback.
- Self-directed study.

Learning Outcomes and Accreditation Alignment

On completion of the placement, students will be able to:

- Critically apply occupational therapy competency standards, legal & regulatory frameworks to exercise professional, ethically responsible judgement in and complex practice contexts.
- Advocate for the value of occupation to diverse stakeholders to enable equitable and sustainable occupational therapy services.
- Analyse the societal, regulatory, and systemic influences on occupational therapy services and client outcomes to inform equitable and sustainable occupational participation.
- Design innovative and inclusive occupational therapy interventions that address social determinants

of health and systemic factors to enhance occupational performance, wellbeing, equity, and sustainability.

- Apply intentional therapeutic use of self to support effective stakeholder engagement.
- Critically evaluate and apply emerging and existing technologies to enhance occupational participation, promote health and wellbeing, and support equitable, culturally responsive access to services across diverse populations.

These outcomes align with OTC Competency Standards:

1. Professionalism
2. Knowledge and learning
3. Occupational therapy process and practice
4. Communication

& ACOTE standards, including:

- **B.3.1** Therapeutic Use of Self
- **B.3.18** Technology in Practice
- **B.3.20** Community and Primary Care Programs
- **B.4.1** Factors, Policy Issues, and Social Systems
- **B.4.5** Requirements for Credentialing and Licensure
- **B.4.7** Evolving Service Delivery Models

Student Expectations and Professional Responsibilities

All students must meet and maintain [Bond University Compliance Requirements](#) throughout the semester. Failure to do so will result in delayed progression and/or placement failure as students are assessed on self-management and professional behaviours during all practice education experiences. Students adhere to the **Occupational Therapy Australia Code of Ethics**, the **Code of Conduct for Registered Health Practitioners**, and the **Bond University Student Charter**, with clear expectations regarding ethical behaviour, confidentiality, privacy, and workplace health and safety.

Students are required to:

- Maintain regular, professional communication with academic supervisors & community partners.
- Contact the site at least one week prior to site visit to introduce self and confirm requirements (e.g. attendance, dress code, on-site requirements)
- Proactively and continuously complete a practice education log, documenting attendance hours and obtaining supervisor sign-off
- Conduct independent background research on relevant funding and governance frameworks, service contexts, client group and organisations to inform workbook activities, stakeholder interactions and assessments.

Role of the Site Supervisor

- The students will be allocated an Academic Coordinator of Practice Education who will provide long-arm supervision and support.

Level II - Innovation Project Internship Information

4 weeks (full-time equivalent) = 160 hours

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 days (160 hours of practice education fieldwork experience (level II))** 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 (160) for the Innovation Project internship should be completed during 2nd year while enrolled in OCTY71-401, OCTY71-402 and OCTY71-403 (Clinical Research Stream) or OCTY71-404 (Business Research Stream). 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 Practice 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 SPEFR-2 (Stream B). 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.

Level II Clinical Placement Information

12 weeks full-time (480 hours)



Students are required to complete a minimum of 24 weeks' full-time supervised Level II fieldwork across the level II Innovation Placement, OCTY73-700 and OCTY73-701.

For each OCTY73-700 and OCTY73-701 module, students will attend a briefing workshop and then complete an equivalent of 10 weeks (400 hours) of supervised practice. Students will apply core occupational therapy knowledge and skills, and develop competencies in professionalism, communication, documentation, assessment, intervention, and evaluation. Students will develop their understanding of occupational therapy and the role of other members of the multidisciplinary team.

Supervisors need to be currently registered occupational therapists with a minimum of 12 months experience and there is an expectation that there is a minimum of 8 hours of direct supervision each week. Registration requirements expect that fieldwork is to be completed in diverse settings as highlighted in the [Bond Practice Education Framework](#). The student can complete Level II fieldwork 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 is usually offered full-time, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies. Part-time fieldwork can be negotiated, if it is at least 50% of an FTE at that site. Note- completing fieldwork on a part-time basis may impact course progression and delay completion of the program.

We appreciate and encourage flexible working arrangements though an occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Students are assessed by their assigned clinical educator using the Student Practice Evaluation Form 2–SPEF-R2.

Intended Level II Fieldwork Learning Outcomes

On successful completion of this subject the learner 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 and engagement in professional supervision and maintain 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.

Assessment Information

Students are expected to submit a learning plan that demonstrates scaffolding of the above learning outcomes and SPEF-R2 criteria. The plan is to be submitted before the end of the second week of placement. We would encourage students and supervisors to regularly provide formative feedback on progress and learning goals. Educators are asked to sign the student's learning plan at the end of the placement to evidence attainment of learning goals. Students are required to upload a signed copy of their learning plan on their final day of placement. There is also a learning plan attached to the student's reflective workbook that can be used to record supervision sessions and actions.

Students are provided with a reflective workbook and are required to submit 3 structured reflections throughout the placement. Students are expected to seek consent before using any de-identified human data.

Educators are asked to undertake a minimum of a midway formative SPEF-R2 and a summative final SPEF-R2 before the end of the placement. Students are encouraged to undertake a self-assessment and there is a writable SPEF-R2 on iLearn where the student can record their self-assessment.

What to expect from the students?

- Students will be expected to meet the [Bond University Fit to Practice requirements](#) before they can be allocated clinical placement. If you have specific compliance requirements, please highlight this on the OT Futures placement offer form or 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 via iLearn (the student's virtual learning environment) for the University records. Students are advised to have their log signed weekly by their clinical educator.
- The students are expected to adhere to site policies and procedures and engage actively in the learning and supervisory process.
- The 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.

Role of Clinical Educator

- The student would need to be allocated a clinical educator to oversee the student's practice. This person needs to be a currently registered occupational therapist with a minimum of 12 months post qualifying experience. Where there is not a currently licensed occupational therapist, a currently registered occupational therapist with at least 3 years' full-time equivalent can supervise the student on a role-emerging experience.
- The clinical educator would:
 - Liaise with the academic supervisor and student to organise the placement
 - Provide learning opportunities.
 - Provide feedback to the student.
 - Assess the student's performance using the SPEF-R2.
 - 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).
 - Be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
 - Scaffold the learning experience and support and provide a minimum of 8 hours per week throughout the fieldwork experience.