

**BACHELOR OF
OCCUPATIONAL
THERAPY**

OTAGO POLYTECHNIC

**SCHOOL OF
OCCUPATIONAL THERAPY**

This manual relates to Fieldwork Placements for students completing the Bachelor of Occupational Therapy at Otago Polytechnic.

The manual is provided to Supervising Occupational Therapists and will be updated for future placements.

It should be kept in work areas for easy reference during placements, but should be returned to Otago Polytechnic, School of Occupational Therapy if the therapist is leaving or not intending to offer further placements.

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INTRODUCTION

This fieldwork manual has been developed by the School of Occupational Therapy, Otago Polytechnic, and Fieldwork Supervisors, to provide information that will enable supervising therapists to contribute most effectively to the Occupational Therapy programme at Otago.

The manual will be kept in the appropriate work area for reference by therapists supervising students. Information relevant to each placement will be sent to the therapist to file in the manual. It is a collaborative document in which feedback is sought from supervising therapists so we can continue to improve on processes that are used.

The manual is divided into sections. Each section is numbered and dated to allow for updates. **Please note: Section 4 will be renewed each time you have a student. You should not have more than one version of this section in your manual at any time.**

- Section 1** Essential Information
- Section 2** Clinical Learning and Roles
- Section 3** Learning Contracts.
- Section 4** Information Relevant to this Placement
- Section 5** Overview of the Programme at Otago Polytechnic

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SECTION ONE

**ESSENTIAL
INFORMATION**

CONTENT OF SUPERVISORS MANUAL

The purpose of this manual is to:

1. Provide essential information to therapists regarding students placements
2. Provide objectives for fieldwork placements.
3. Suggest ways of ensuring that these objectives are met:
 - by providing learning tasks
 - information on learning contracts
4. Share resources regarding principles of adult learning, teaching clinical skills, roles of student, supervising therapist, fieldwork coordinator.
5. Inform therapists of student's knowledge base by providing an introduction to the occupational therapy programme and paper outlines.

CONTACT WITH OTAGO POLYTECHNIC

The fieldwork coordinator is your liaison person during each placement. You may receive a phone call from the fieldwork coordinator either before, during and/or after the placement if you have indicated to us what your needs are. This phone contact, is an opportunity for you to ask and/or clarify any specific queries you have when you have read the supervisors manual. It may also be helpful to discuss progress mid way through the placement and to evaluate the experience.

During placement, if you want to contact the fieldwork coordinator on any matter relating to the students and documentation provided please use our 0800 phone number to contact Otago Polytechnic.

The phone number is **0800 800 583**.

Although the students have been given the phone number, we would rather they initially discussed any issue with you first.

The 0800 number is a commitment we make to ensure that your employer is not bearing the specific costs associated with consulting us over some aspect of a placement while the students are with you.

The fieldwork coordinator also carries a mobile phone (021) 735 236.

Should there be any issue associated with a student that is unable to be resolved by telephone discussion - you may request that the fieldwork coordinator come to the placement and visit you or the student. (See flow diagram for process). If this request is made of us we will ensure you and, the student, are visited on the next working day (subject only to travel constraints).

PROCEDURES FOR THERAPISTS

1. You should have received a letter, a Student Profile form and Fieldwork Placement Expectations form from your prospective student. These forms allow the student to:
 - introduce self.
 - provide details: contact number/address – prior to placement.
 - state their arrangements for transport and accommodation during placement.
 - confirm time and date that they will be reporting on the first day (assuming 9am if they have heard nothing else).
 - identify any particular learning needs they may have.

2. Students are expected to keep a record of time spent on fieldwork practice. There is a minimum requirement for hours of fieldwork practice by the World Federation of Occupational Therapists. Ensure that the form regarding hours in fieldwork is completed, signed by your supervisor and returned to polytechnic.

3. Before leaving the department students must ensure that:
 - All written documentation required for case records is completed and left in the occupational therapy files.
 - They leave a contact address
 - The evaluation form is completed – they have photocopied this for their own records and a copy is left in the department and the original is sent to the Polytechnic.
 - The placement feedback form is completed and discussed with supervisor. (It is handed in to Placement Coordinator on return to the Polytechnic.)

ASSESSMENT OF FIELDWORK

Assessment of Fieldwork is both formative and summative. The supervisor and student use learning contracts and regular supervision in preparation for assessment.

A midway assessment should be completed halfway through the placement. This will provide valuable feedback to the student, and indicate areas to be worked on. The final assessment should be completed at least two days before the end of the placement. Both the midway and final assessments must be signed by the supervisor and student, with comments made, and posted back to the School of Occupational Therapy at the end of placement.

Successful completion of this paper requires the student to reach all of the objectives at or above the expected level of competency.

All objectives should be evaluated, if you are unsure how to interpret the objective in your setting please refer to learning tasks (Section 4) or contact the Fieldwork Coordinator.

For the full Evaluation Form see section 4

CONSEQUENCE OF FAILURE

If a student has not reached the expected level of competency in one or more of the objectives please make recommendations on the final page of the evaluation form. The Fieldwork Coordinator can be contacted to discuss your evaluation. The Assessment Committee at Otago Polytechnic will consider your recommendations in deciding whether the student passes or fails this paper.

PROFESSIONAL AND PERSONAL ASPECTS

COURTESY AND RELIABILITY

Students are required to adhere to department protocol in regards to keeping staff informed about where they are at all times during work hours. (eg there may be a book/notice board where a record is kept of movement in and out of the department)

If there is any reason for not turning up for work, the student must ensure that the supervisor knows this well in advance if possible. Otherwise in the case of sickness for instance, the student will phone in first thing in the morning to inform staff of any absence and notify the department of any responsibilities that someone else will have to carry out because of their absence.

Students are to work within the time constraints within the setting eg be on time for work in the morning, appointments. The use of a timetable/diary will make this easier.

APPEARANCE

- Students wear a uniform, this must be the regulation uniform and not single items supplemented with other garments.

Uniforms

Female Students

Navy blue trousers

or Navy blue dress shorts

Navy blue poloshirt with gold collar trim

Optional

Navy blue cardigan

or Navy blue v-neck jumper

Male Students

Navy blue trousers

or Navy blue dress shorts

Navy blue poloshirt with gold collar trim

Optional

Navy blue v-neck jumper

- If not wearing a uniform - seek specific guidance on standards expected.
- In general, the standard of dress should be tidy and clean at all times, avoid wearing items of jewellery that may pose a danger to the clients eg dangly earrings, rings with stones. Check out requirements for long hair - it may need to be tied back.
- Name badges must be worn at all times if requested by clinical supervisor.

HOURS OF WORK

Students are required to be on duty for 32 hours per week for Placements 1, 3 & 4. Placement 2 is 3 hours per week. Placements 5 and 6, 35 hours per week and Placement 7 is 37½ hours per week. Times of attendance should be negotiated with the supervisor, eg starting time in the mornings.

STUDY TIME

Study time is quite acceptable and is a good way for students to keep up with any written requirements and reading appropriate for the placement. They should avoid working in the department unless they can find a room away from distractions. The equivalent of half a day per week would be a reasonable time. This half day may be used in a flexible way eg taken in half hour sessions at the beginning or the end of the day in lieu of one half day a week. Students should negotiate time and place with their supervisor, according to each facility pattern. When appropriately negotiated with the supervisor, study time is to be included in the weekly hours on placement.

SICKNESS

A medical certificate is required if students are absent for more than two days for health reasons. Attach the medical certificate to the Student Hours record in the yellow evaluation form.

COMPASSIONATE/BEREAVEMENT LEAVE

If a student has specific personal responsibilities that conflict with fieldwork (eg bereavement of a family member) consult with Fieldwork Coordinator.

HEPATITIS B/MRSA

All Year One students are requested to undergo a blood test at the beginning of semester one, to confirm immune status for Hepatitis B. Where appropriate, during the first six months of the course, vaccinations will be provided by the School for those students who are not immune. These will be administered by student health.

MRSA (Methicillin resistant staphylococcus aureus) is a virulent infection in some health care settings. Prior to going out on fieldwork students will be screened to ensure that they are not carriers of MRSA. This infection is unlikely to affect students themselves. However students may unwittingly transmit the illness to others.

MRSA swabs will be taken prior to fieldwork placement, where requested by the therapist. Results will be sent to the supervising therapist by the fieldwork coordinator prior to students arriving.

PHOTOCOPYING

Students are expected to pay for their own photocopying.

USE OF VEHICLES ON FIELDWORK

In some settings, students may be offered the opportunity to drive a vehicle belonging to the agency or to use their own car for work related activities. Policies to be adhered to include Occupational Health and Safety requirements and vehicle use requirements.

Students will comply with the following five requirements:

1. Student must be current holders of New Zealand Drivers Licences and comply with all road use and local body requirements. Students should take their current Drivers Licence with them on placement for sighting.
2. Students will follow the requirements of the host facility and its policies related to approving of honorary staff status, eligibility to book out facility vehicles, requirements for use of facilities vehicles, and Occupational Health & Safety expectations.
3. No student may take a client in their own vehicle unless they have, at a minimum, third party insurance.
4. No student shall drive a clients' vehicle unless there is specific permission granted in writing by the client or the supervising therapist and the owner has third party insurance cover.
5. Students providing transport to other Polytechnic students as part of the course requirements will be required to completed the Otago Polytechnic designated driver agreement.

MAINTAIN CONFIDENTIALITY AND RESPECT PATIENT RIGHTS ESTABLISHED BY THE FACILITY

CONFIDENTIALITY DECLARATION FOR OCCUPATIONAL THERAPY STUDENTS HAVING ACCESS TO PRIVATE AND CONFIDENTIAL INFORMATION RELATING TO PATIENTS AND CLIENTS

I _____ hereby declare that I will adhere to the requirements of the Privacy Act 1993 and Health Information Privacy Code 1994. In particular, I will ensure information is only collected which is necessary to assist myself and Otago Polytechnic School of Occupational Therapy staff in maintaining or developing expertise in the care of clients. Any information recorded or used in educational discussions is used in a form in which the individual concerned cannot be identified.

Signed: _____

Date: _____

Witness: _____

Students are expected to adhere to the New Zealand Code of Ethics and also the World Federation of Occupational Therapists Code of Ethics (1990) which states;

"Confidentiality of consumers personal information is guaranteed and any personal details are passed on only with their consent."

This includes written, verbal or pictorial (eg photographs or videos) information, none of which can be disclosed without prior consent, in writing, from the client involved.

Privacy Act (1993)

States: Health information must not be collected by any Health Agency unless:

- (a) Information is collected for a lawful purpose connected with a function or activity of the health agency; and
- (b) That the collection of the information is necessary for that purpose.

Students must be aware that information about clients should only be read or collected on a "need to know basis" i.e., if you don't need the information for your treatment, then don't ask for it or don't write it down. Individuals have rights to know if information about them is held, and access information held. It is common practice for health agencies to provide copies of reports to clients, and clients have the right to request that the report is changed if they consider it inaccurate.

It would be useful to discuss with your therapists the application of the Privacy Act in the clinical setting, and to request guidelines if appropriate.

STUDENT WORKPLACE EXPERIENCE - HEALTH AND SAFETY

The following are the responsibilities under the Health and Safety in Employment Act (HASE), the Accident Rehabilitation, Compensation and Insurance Act (ARCI) and the Human Rights Act (re harassment).

HEALTH AND SAFETY IN EMPLOYMENT ACT

Section 15 of the HASE Act covers the duties of employment to people who are not employees, i.e. students. The Act states:

"Every employer shall take all practicable steps to ensure that no action or inaction of any employees while at work harms another person."

Section 16 of the HASE Act refers to:

"Duties of persons with control of places of work" and requires such persons "to take all practicable steps to ensure that people in the place of work, and people in the vicinity of the place of work, are not harmed by any hazard that is or arises in the place of work."

ACCIDENT REHABILITATION, COMPENSATION AND INSURANCE ACT

In the event of a student sustaining an injury in your workplace as part of their work experience any ARCI medical costs will be met by the Government funded non earners account.

HARASSMENT POLICY

The Human Rights Act (section 62 & 63) places a legal obligation on employers to take all practicable steps prevent sexual harassment in the workplace – this covers students on work experience. The "Otago Polytechnic Harassment Prevention and Complaints Procedure" policy covers student workplace experience in which there is an expectation that students will be provided with a safe working environment in which they are treated with respect and dignity.

All students are provided with information on the Otago Polytechnic harassment prevention program that outlines their rights and responsibilities in both their learning and working environment.

STUDENT RESPONSIBILITIES RE HEALTH & SAFETY

- Learn and understand the rules, follow them, and avoid short cuts.
- Review the safety and health educational material posted on bulletin boards or distributed to work areas. If you do not understand something, ask questions.
- Take personal responsibility for keeping yourself, colleagues/others and equipment free from mishaps.
- Be certain that you completely understand instructions before starting work. Avoid taking short cuts by using safe work procedures.
- If you have any doubt about the safety and/or healthfulness of a task, stop and get instructions from your supervisor/lecturer before continuing.
- Make sure you understand exactly what your responsibilities are in emergency situations.
- Know how and where medical help can be obtained and the position of nearest first aid station.
- Report all accidents and unsafe conditions and acts to your supervisor/lecturer.
- Complete and return the Otago Polytechnic Accident/Incident report form contained within the student manual (page 13) following an accident or incident.

CODE OF HEALTH AND DISABILITY SERVICES CONSUMERS' RIGHTS 1996

1. Consumers have rights and providers have duties - consumers must be informed of and enabled to exercise their rights.
2. Rights of consumers and duties of providers.

Right 1

- to be treated with respect
- have his or her privacy respected
- to be provided with services that take into account the needs, values and beliefs of different cultural, religious, social and ethnic groups, including the needs, values and beliefs of Maori.

Right 2

Right to freedom from discrimination, coercion, harassment and exploitation.

Right 3

Right to dignity and independence.

Right 4

Right to services of an appropriate standard.

Right 5

Right to effective communication.

Right 6

Right to be fully informed.

Right 7

Right to make an informed choice and give informed consent.

Right 8

Right to support.

Right 9

Right to respect of teaching or research.

Right 10

Right to complain.

FIELDWORK PRACTICE: HOURS RECORD

The World Federation of Occupational Therapists requires occupational therapy students to complete no less than 1000 hours of clinical practice. The fieldwork placements in this programme have been based on the following scheme of hours.

Fieldwork Placement no. X weeks X hours = total

Placement No.	Hours per week	Weeks	Total
1 (Year One)	32	4	128
2 (Year One)	3	14	42
3 (Year Two)	32	5	160
4 (Year Two)	32	5	160
5 (Year Three)	35	5	175
6 (Year Three)	35	3	105
7 (Year Three)	37.5 (final week 30.5)	8	293

Table 9: Allocation of Hours

We therefore must keep a log of student hours completed. For each placement the supervising therapist must sign a record of student hours on placement. Students may be required to do additional placements should absences place their achievement of the minimum 1000 hours in jeopardy.

For further information of Hours of Work and Study time, see Students Workbook.

CHECKLIST FOR USE BY SUPERVISORS

ORIENTATION OF STUDENTS

1. Personal profile

Ask your student to discuss the following items - you should record this information for future reference:

Previous fieldwork experiences (responsibility given, caseload size/type, skills acquired to date, any problem areas identified on previous placements that require extra attention, what was the most enjoyable part of previous placements).

Personal objectives for the placement.

2. Supervisor to give a personal profile

Work experience.

Experience as a student supervisor.

Other relevant information (eg professional association responsibilities, continuing education activities).

3. Introduction to the centre

Philosophy, function, staffing history.

4. Timetable

Provide handout.

Ask students to record details of meetings/education sessions into their diaries.

5. Written weekly objectives

Refer to Learning Contract.

6. Meetings with supervisor

Plan review meetings each week to discuss performance and provide regular feedback. Discuss learning opportunities relating to learning contract.

7. Visits

Students may be involved in visits to other areas (eg operating theatres, acute/long stay areas, community agencies or services).

8. Use of unprogrammed time

Provide a list of suggestions.

Brainstorm options for use of students' time.

9. Confidentiality

10. Basic safety and prevention of accidents to self and patients

11. Debriefing

Prepare students for any situations which may be unpleasant/disturbing/unexpected (eg internal policies or conflicts; inappropriate, abusive, or aggressive patients; unpleasant smells or sights; dealing with first naked patient in shower).

12. Documentation and report writing

Explain the guidelines used in your centre.

Ensure student is informed of incident reporting procedures.

13. Housekeeping

Review the following:

Toilets

Lunch areas

Tea break

Tea/coffee - mugs available

Desk area

Stationery

Keys

Lockers

14. Telephones

Discuss with student, standards of professionalism expected.

Explain how to make internal/external calls, show directories.

Discuss protocol and rules regarding personal calls.

15. Facilities available

Arrange a visit to the library in your centre, if appropriate.

Indicate the location of canteen/kiosk/local shops on map.

Advise students where to park their vehicles during the day whilst on placement.

Discuss available public transport, and provide timetables if possible.

16. Medical

Advise students who to contact if they are unable to come in during the placement.

Give an extension number to call, and state what time students should call in by.

Discuss if students can use the staff clinic or equivalent at your centre should they be unwell in the middle of the day.

17. Security

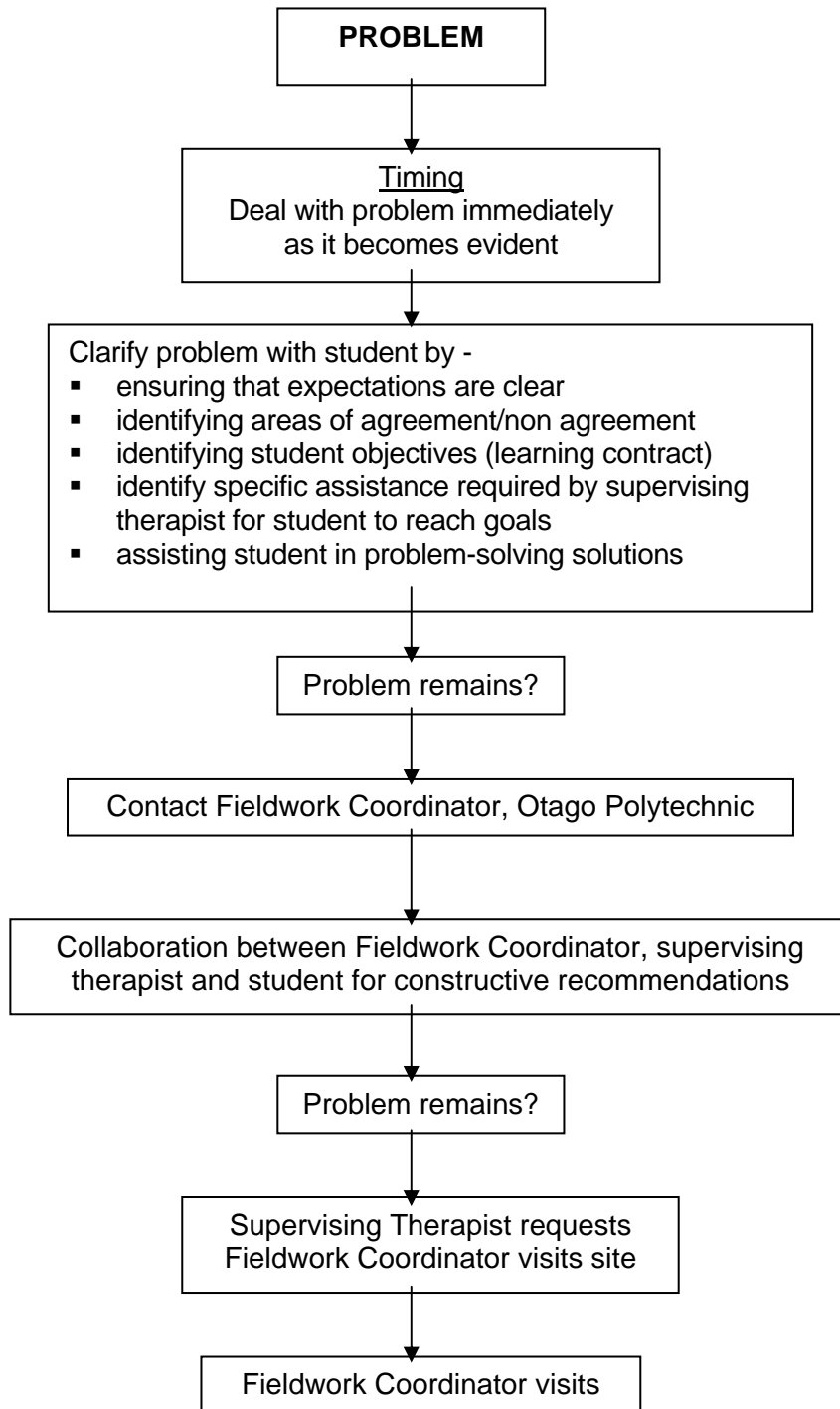
Discuss responsibilities if students are last to leave in the afternoon (eg switching off heaters and lights, locking all windows and doors).

18. Tour of the centre and introduction to relevant others

Reference:

MacRae, A., Hanrahan, M., Barrett, P. (1991) *Preparing for and managing fieldwork placements*. Lidcombe: Cumberland College of Health Sciences.

PROCESS TO FOLLOW IF PROBLEMS ARISE



Reference:

Adapted from *Supervising therapists guide 1992*. Auckland: Institute of Technology, School of Occupational Therapy.

FIELDWORK PLACEMENTS IN COMMUNITY SETTINGS

After discussion with therapists at the Community Conference May 1993 and students in fieldwork debriefing sessions, we have been able to identify specific issues which can arise in community settings. The following is a summary of issues and some suggestions for students and supervising therapists.

ISSUES ARISING:

1. If the supervising therapist does not work full time - how can the extra hours be structured for the student when there is no therapist available to supervise?
2. Students orientation to cultural considerations in community placements.
3. Daily planning/overall placement management issues.
4. Student/therapist contact and communication over the length of the placement.

SUGGESTIONS:

For Therapists -

1. Structured use of time:
 - a) Student to practice specific skills eg interviewing, practising a specific assessment. The purpose being that these specific skills can be practised in a setting separate to the community placement eg A & R unit, day hospital, other community agencies. The issue of supervision of the student from other staff would have to be addressed.
 - b) Individual projects eg designing a form for your service for a specific purpose, development of resources, or project orientated to individual students needs.
2. Orientation to the setting may be achieved by:
 - a) Reading local community papers, visiting information centre, library, shopping mall etc.
 - b) Information on local history and issues pertinent to the setting eg Treaty claims.
 - c) Contact with link people:
 - iwi health worker
 - kaumatua
 - religious people
 - d) Finding extremes and drawing them to students attention.

3. Learning Contracts - develop after Week 1
 - Focus placement toward meeting objectives
 - Look at evaluation process and how workbook assists achieving this
 - Use workbooks to establish boundaries
 - Discuss role of documentation as an indicator of students achievement and progress
 - Encourage student to use worksheets in workbook as a task/activity toward meeting the objectives.
4. Encourage open communication channels - clarifying issues, identifying when difficulties are occurring. This includes acknowledging need for space for both yourself and your student.

Briefing and debriefing after sessions/visits is constructive and worthwhile.
5. Use a dictaphone while you are travelling - to record notes, create a report, give yourself some space from discussion/questions.

For Students -

1. Discuss with the therapist early in the placement about their role in the community setting.
2. Use a notebook to record information as you progress through the day, so you have it accessible when discussing clients with therapist.
3. Start reading and writing notes early in the placement about the client group you will be working with eg medical conditions.
4. Know your available resources eg equipment, community agencies, resource people.
5. Create a cue card for yourself to use as a prompt eg as a checklist for things to do/get before you leave for the day,
OR
for points you need to cover during your home assessment and interview.
6. Plan timetable in advance, including visits to relevant agencies or health professionals - use this as "time out" for both you and your therapist.
7. Train yourself to think in blocks of time and think about how long something is likely to take you. This includes taking travelling time into consideration.
8. Time for documentation or record taking can also create space for you and your therapist - eg 2 day a week, or a whole day each fortnight.
9. Use a diary always!
10. Create a checklist for what you need to plan a session/home visit.
11. Use the workbook/worksheets to help you record observations and interventions. It does have relevance to your setting.

SECTION TWO

**CLINICAL
LEARNING AND
ROLES**

PRINCIPLES OF ADULT LEARNING

1. What principles should I keep in mind as a fieldwork educator?

The students you will be dealing with are adults.

It is well recognised that if adults are to learn new skills, attitudes or knowledge, then certain factors should exist:

(i) Relevance

Students need to understand the reason for involvement in a particular activity. It is only with this understanding that most students will be **motivated** to observe and practice.

(ii) Active participation

Students should be provided with the opportunity to actively participate.

(iii) Reflection

It is important that students are encouraged to think over and discuss events that occur during fieldwork placements. These events may include patient contact, meetings, dealing with other staff, and new situations. Reflection may take the form of a weekly feedback session and/or a written journal diary.

For example: Following a home visit where an unsuitable piece of equipment was taken out by the student, the process outlined below could be useful to promote reflection).

- i) Ask the student to 'look back' and reflect on the home visit.
- ii) Identify feelings associated with the situation eg. student may feel embarrassed or useless.
- iii) Plan actions/outcomes eg. student may identify how the mistake occurred and how it can be prevented in the future.

(iv) Self directed

As an adult educator, you are a facilitator of the learning process, continually encouraging students to be actively involved in **planning their learning experiences**.

Generally, try to allow students to develop **problem solving skills**, and avoid providing all the answers yourself.

(For example: Ask the students how a new piece of equipment might be used, and with whom.)

Reference:

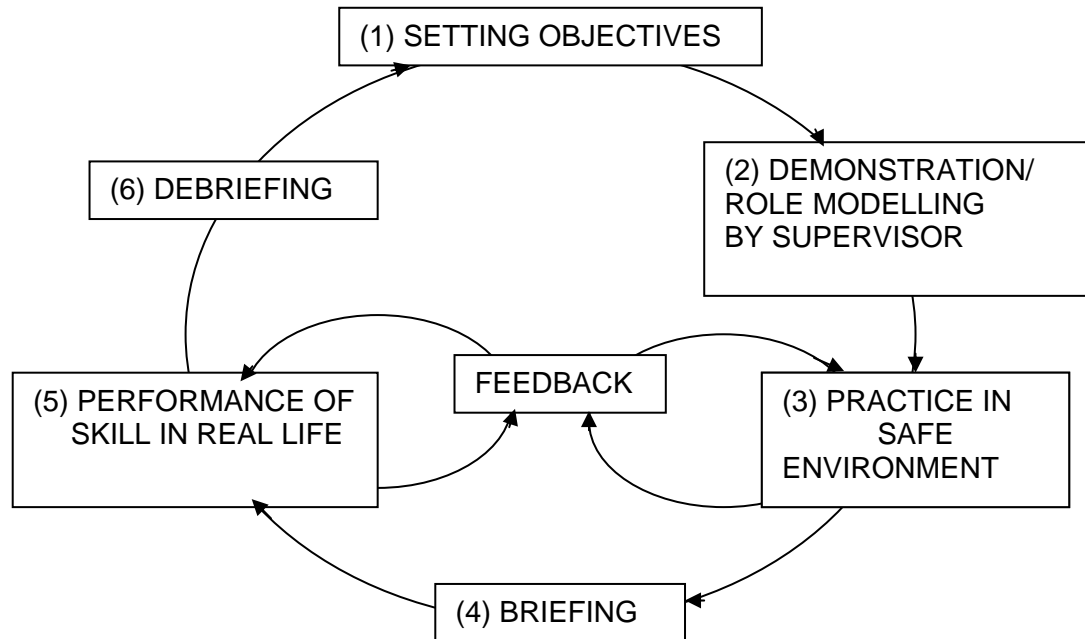
MacRae, A., Hanrahan, M., & Barrett, P. (1991). *Preparing for and managing fieldwork placements*. Lidcombe: Cumberland College of Health Sciences.

TEACHING CLINICAL SKILLS

1. What steps should I follow when teaching a new skill?

When teaching a new skill to a student it is important to follow an organised format. This will help to maximise learning whilst minimising anxiety for the student.

The recommended steps, whether it involves performing an initial interview or making a splint, are as follows:



Model for Teaching Clinical Skills

(Hanrahan & MacRae, 1990)

- 1) The importance of **setting objectives** has already been discussed.
- 2) **Demonstration/role modelling** is important because learners need to observe new skill being performed by an experienced practitioner, **before** being expected to perform it themselves.
- 3) **Practice in a safe environment** allows a student to attain competence in a skill without the additional stresses of a real situation (eg. the ward setting).

Feedback to the student should ideally be provided at the practice stage and also during or soon after the actual performance. Supervisors who give no feedback, negative feedback, or who concentrate solely on how a student could perform **better** are likely to hinder student self confidence and learning (Flagler, Loper-Powers and Spitzer, 1988, p 346).

Characteristics of effective feedback:

- Immediate
 - Descriptive, rather than evaluative
 - Focused and specific
 - Timed relative to the activity (i.e.. the amount of time spent giving feedback should not exceed time spent in the activity itself)
 - Limited - avoid overloading the student
 - Constructive, with strategies for improvement if needed.
- 4) **Briefing** is the stage where all persons to be involved in a learning situation are orientated to the activity or skill. It includes an orientation to the environment (eg. the ward to be visited), the expectations of the supervisor, timing, rules to be followed etc.
- 6) **Debriefing** follows 5) **the performance of a skill** or activity, and involves reflection by the learner. You may wish to ask the student:
- What happened?
 - How did they feel?
 - What does this mean in terms of their future learning and professional development? How does this apply to other situations?

Debriefing allows a student to reflect on their reactions, values and anxieties about specific situations and to hopefully learn from these experiences.

Reference: MacRae, A., Hanrahan, M., & Barrett, P. (1991). *Preparing for and managing fieldwork placements*. Lidcombe: Cumberland College of Health Sciences.

FIELDWORK MODEL OF SELF DIRECTED LEARNING

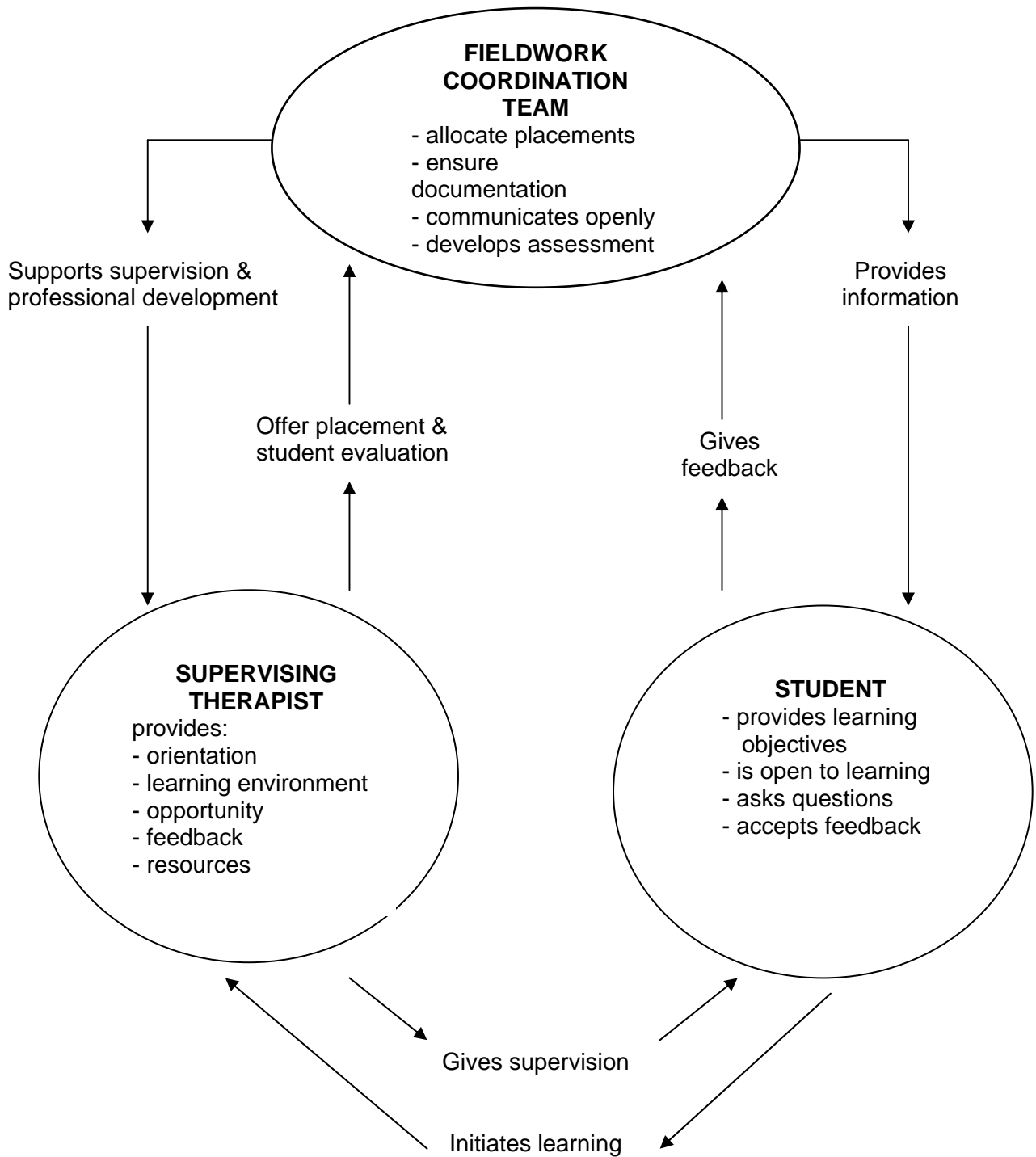
Otago Polytechnic, School of Occupational Therapy encourages students to become self directed in their approach to learning.

As adults, learning new skills, knowledge and attitudes will be enhanced if:

1. The learning is relevant, i.e. can be applied, or student is motivated to learn.
2. There is active participation.
3. Reflection is encouraged, so that students can think over and discuss events and learning.
4. Self directed students are encouraged to be actively involved in planning their learning.

With these principles in mind the supervising therapists are reminded that:

1. Fieldwork placement does not follow apprenticeship model - students are not expected to passively soak up knowledge from therapists by simply observing and listening.
2. Adult students plan and organise their own learning. Writing learning contracts and researching knowledge is essential on placement. It is recommended that students use the workbook and the resources available to enhance learning opportunities.
3. The goal is for graduands of this programme to be:
 - effective - both as clinicians and as communicators
 - innovative - thinking through problems creatively
 - committed to Clinical thinking - questioning and able to evaluate practice
 - continuous learners - recognising needs for future development
 - self appraisers - recognise own strengths and weaknesses
4. Fieldwork model encourages open communication and collaboration between student, therapist and fieldwork coordinators.



ROLE OF SUPERVISING THERAPIST

The Supervising Therapist plans a series of activities with the student that will enable the student to acquire the skills described by the objectives of fieldwork placement.

The Supervising Therapist should on a day to day basis:

- Orient the student to appropriate personnel within the work setting.
- Set clear expectations of the student on their personal presentation and behaviour within the setting.
- Identify specific times when they will be available to the student.
- Identify a range of activities that students can participate in.
- Discuss these activities with the student.
- Provide feedback to the student on their performance.
- Provide access to patient and Occupational Therapy records when appropriate.
- Complete the evaluation form; fill in form for Hours Record and return to Occupational Therapy, Otago Polytechnic.

- **Administrative Role**
- Working with staff at the Occupational Therapy School in developing and/or improving systems and processes in fieldwork education.
- Preparing, updating and sending to the fieldwork coordinator, information about the fieldwork site.
- Assist the student in meeting objectives for each placement.
- Contribute to the evaluation of the student on an ongoing basis. The evaluation form must be signed by the supervising therapist and student and sent to the Fieldwork Coordinator at Otago Polytechnic, (student is also entitled to keep a copy).
- If special difficulties arise after discussing problems with student (see flow diagram of process) supervising therapist, student and fieldwork coordinator may work out a plan of action.

ROLE OF FIELDWORK COORDINATOR

- Maintain close links between clinicians providing fieldwork placements and members of the profession involved with on campus education.
- Work collaboratively with clinicians in developing documentation for fieldwork placements.
- Allocate students to appropriate fieldwork placements consistent with their previous fieldwork experience and the goals of the programme.
- Ensure letters of agreement are signed and regularly reviewed.
- Coordinate the production of documentation for students and supervising therapists consistent with campus based learning and the curriculum.
- Ensure documentation is received by clinicians and students well in advance before placement.
- Visit sites prior to clinicians taking students for placements if possible.
- Maintain current documentation of each fieldwork placement.
- Maintain the credit system to acknowledge the contribution clinicians make to fieldwork education.
- Develop, in conjunction with NZAOT, the "recognised clinical supervisor" programme.
- Maintain budgetary information on identifiable expenses associated with supporting students and clinicians in fieldwork.
- Maintain records of potential fieldwork placements, those used, and students allocated to each placement.
- Approve elective placements selected by students.
- Provide orientation to students prior to each fieldwork placement.
- Coordinate the purchase and issue of uniforms to students.
- Maintain current record of occupational therapists working in a range of settings.
- Follow up on evaluation/feedback from clinicians/students about documentation/

ROLE OF STUDENT

The role of the student is to take responsibility for seeking to achieve the overall objectives of fieldwork for him/herself. This involves taking responsibility for defining his/her own learning needs and seeking guidance, knowledge and experience needed to develop towards becoming an autonomous and professional Occupational Therapist.

- Develop a positive working relationship with the supervising therapist.
- Actively seek to become sufficiently orientated to the treatment setting in order to function securely in it.
 - Identify routine and general protocol.
 - Clarify with supervising therapist suitable times for discussion and when and what kind of feedback is preferred.
- Become familiar with type of recording used in the setting.
- Be willing to ask questions about areas of confusion or concern.
- Be prepared to initiate background reading to expand the learning experience available in this placement.
- Use every situation as a chance for learning.

FEEDBACK

- Seek specific and concrete feedback, both positive and negative from supervising therapist throughout the placement.
- Offer specific and concrete feedback to supervising therapist.

Reference: *Fieldwork manual 1992*. Shenton Park: Curtin University of Technology, School of Occupational Therapy.

STUDENT PROJECTS

Supervisors may ask the student to complete a project whilst on placement. It has the following benefits:

- Provides the student with the opportunity to broaden their clinical experience by completing a project that is beneficial to the setting.
- Reinforces to the student that not all the time is spent in direct patient contact.
- Enables the student to work independently of the supervisor.

SECTION THREE

LEARNING CONTRACTS

LEARNING CONTRACTS

Contracting is a means of clarifying expectations and therefore encourages communication and collaboration. A tool, which can be used between the student, fieldwork supervisor and the polytechnic staff to facilitate this process, is the learning contract.

With this educational method, the expectation of students and supervisors are as follows:

The **student** is viewed as an active participant in the learning process and must therefore develop skills in identifying personal learning needs and setting specific learning objectives. The student is required to:

- evaluate his/her strengths and weaknesses.
- identify learning needs.
- be aware of techniques by which he/she learns most effectively.
- identify if objectives are met.
- critically evaluate own performance.
- work effectively with a supervisor and be able to give and receive feedback.

The **supervisor** is viewed as a facilitator rather than an instructor or provider of information and is required to:

- feel comfortable in situations where he/she does not have total control over
- the student's learning experience.
- establish a balance between requiring a satisfactory standard of performance
- and encouraging a student to be self directed.
- encourage the student to share previous learning and use this information to
- identify learning objectives.
- encourage students to use a variety of resources and strategies, to meet needs.
- discuss the resources he/she controls and inform students of learning
- opportunities in the fieldwork setting.
- develop a trusting relationship with the student.

While all of the above may seem to make a great demand on the supervisor, if the word client is substituted for that of the student and occupational therapist for that of the supervisor, then this will become a very familiar model of learning currently used in practice.

The idea of enabling clients is basic to occupational therapy philosophy, this same principle is being used as the basis of developing contracts. The main difference is that it is a more formal process where students record not only their learning needs, but also how they might achieve this and be evaluated on meeting their goals. The following is an example of a learning contract:

Table 1 Ref: Canadian J.O.T. Feb 1989, p 12

UNIVERSITY OF TORONTO Occupational Therapy Learning Contract

Learning Objective	Learning Resource	Outcome
<i>What do you want to learn or develop? Consider your own competency levels and the opportunities available within this facility</i>	<i>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best</i>	<i>How can you show to yourself and your therapist that you have met your learning objectives? What proof will you offer and when?</i>
<p>EXAMPLE 1:</p> <p>To perform safe and efficient transfers under minimal supervision by the end of the three week placement (CVA pt.) (chair-chair)</p>	<ul style="list-style-type: none"> ▪ Observe supervising therapist ▪ Observe other therapists within the department ▪ Practice on other students ▪ Class notes ▪ Readings ▪ Perform several transfers (practice) under maximum supervision 	<p>Perform transfers in competent fashion by the end of week three</p> <p><i>Criteria:</i></p> <ul style="list-style-type: none"> ▪ Inform Client ▪ Give clear instruction ▪ Correct posture ie. Close to Client Services Division in alignment with movement ▪ Good base of support ▪ Correct lifting technique eg. Use hips rather than spine ▪ Position client correctly prior to and during transfer
<p>EXAMPLE 2:</p> <p>To develop rapport with adult day patients in a Psychiatric Day Hospital by the end of week 3.</p>	<ul style="list-style-type: none"> ▪ Observe therapist and team members ▪ Discuss different approaches ▪ Initiate conversations with allocated clients ▪ Feedback from supervisor ▪ Talk to other students about their experiences Refer to class notes Read patient charts 	<p>Demonstrate rapport with clients.</p> <p><i>Criteria:</i></p> <p>Appropriate:</p> <ul style="list-style-type: none"> ▪ eye contact ▪ tone of voice ▪ body language <p>Active attending and responding</p>

Date Negotiated:

Student:

Date Completed:

Therapist:

Such a document is developed by the student but written in conjunction with the supervising therapist. It will be based on the overall objectives that guide the placement, the resources of the fieldwork setting and the student's personal learning needs. From the student's perspective, they would need to:

- (a) Know the learning opportunities that a placement is able to provide, (from the clinical supervisor).
- (b) Know the overall objectives for the placement (from the occupational therapy school).
- (c) Have an understanding of their own learning needs and their preferred learning method.

It is suggested that this contract is written up after the first week and then reviewed continuously during the placement.

Written objectives provide a focus for learning and ensure that desirable skills are practised during placement. They clarify your expectations of a student and state what your respective roles will be in the learning situation (eg. whether a student is expected to observe or demonstrate a skill). This should help to reduce misunderstandings and reduce anxiety for the student.

WRITING LEARNING CONTRACTS

The learning contract consists of three parts:

1. **LEARNING OBJECTIVES**
2. **LEARNING RESOURCES**
3. **EVIDENCE/OUTCOME and CRITERIA**

The process of developing learning contracts:

- The student develops a learning contract based on their understanding of their professional development needs.
- This is presented to a small group of peers who are asked to provide feedback.
- Once revised the learning contracts are sent to the supervisor for feedback re the reality of the proposed contract.
- The student uses this feedback to develop and refine their learning contracts.

It is expected that the learning contracts will be defined and agreed upon by the beginning of the placement. This may take several attempts on the part of the student.

Minor modifications may need to be made to the learning contract over the duration of the placement. The learning contract should be reviewed on a regular (eg. weekly) basis to ensure maximum opportunities are gained and to set/modify and/or review achievement of objectives. The learning contract is flexible but managing the learning is the student's responsibility not the therapists. The student and supervisor do not need to be 'locked in' to only meeting the objectives initially set by the student and supervisor. As the placement progresses there may be other objectives that can be identified and met in the placement and these should be included in the learning contract.

1. LEARNING OBJECTIVES

The learning contract should enable the student to meet their professional development plan eg the student may wish to explore the role of the occupational therapist in the community mental health setting. As the placement progresses, the supervisor and student can identify areas that require ongoing development and include these in the learning contract as well.

Definition of an objective-

A statement that describes **what** the student will learn, and **when** the objective will be reached.

- See guidelines for criteria and examples of words to write objectives.

2. LEARNING RESOURCES

What resources will the student utilise to achieve the learning objectives?

Together, the student and supervisor will identify opportunities and resources that may be available in order to meet their learning objectives. Ideally, the lists here will match with the students learning styles but is dependent on student and facility resources.

One significant factor in the success of a learning contract is an understanding of how learning styles may differ between student and supervisor. Student and supervisor should discuss their styles at the beginning of the placement.

See guidelines for learning contracts for examples of resources.

3. EVIDENCE/OUTCOME

Evidence is what the student produces to demonstrate that they have met the learning objectives according to specific criteria listed in the outcomes. The student is responsible for noting that the evidence or outcome has been achieved.

See guidelines for learning contracts for examples of evidence that is matched to skills, knowledge and attitude objectives.

CRITERIA:

When determining the “what you will do to show that you have achieved the objective” you also need to decide on the criteria for evaluation. Why?

Criteria will vary according to how you think you will demonstrate achievement of the objectives but some examples are as below:

The criteria for evaluation may be according to:

a) Specific behaviours which can be observed – for example:

- All group members participate in relaxation group
- Therapist satisfaction with group facilitation skills

b) Or the levels of supervision and/or guidance required that is appropriate to the objective set.

- The student may assist the supervisor in a specified way
- The student may try out the experience with the supervisor’s help and intervention
- The student is able to engage in the experience with (task oriented) supervision from the supervisor ie supervisor helps with planning/clarifying etc
- The student is responsible for initiating the experience and utilises supervisor to further enhance skills eg bounces ideas of supervisor

c) You can also think about breaking down the objective into achievable steps over the 3 weeks of the placement.

Examples of learning contracts follow.

GUIDELINES FOR LEARNING CONTRACTS

Objectives	Resources	Evidence/outcome																								
<p>Criteria:</p> <ul style="list-style-type: none"> • Begin with an action verb stated in the present or future tense (see list of commonly used verbs) • State the objective in terms of the student's performance • Describe the terminal outcome or product, not the process • State a single learning outcome for a single definable behaviour • Use numerical criteria wherever possible. <p>Useful words when writing objectives:</p> <table border="0"> <tr> <td>describe</td> <td>name</td> <td>list</td> </tr> <tr> <td>interpret</td> <td>identify</td> <td>demonstrate</td> </tr> <tr> <td>assemble</td> <td>plan</td> <td>evaluate</td> </tr> <tr> <td>test</td> <td>report</td> <td>prepare</td> </tr> <tr> <td>position</td> <td>measure/record</td> <td></td> </tr> <tr> <td>construct</td> <td>compare</td> <td>contrast</td> </tr> <tr> <td>conduct</td> <td>express</td> <td>state</td> </tr> <tr> <td>elicit</td> <td>facilitate</td> <td></td> </tr> </table> <p>Words to avoid: learn, appreciate, understand, know, be aware of, realise</p>	describe	name	list	interpret	identify	demonstrate	assemble	plan	evaluate	test	report	prepare	position	measure/record		construct	compare	contrast	conduct	express	state	elicit	facilitate		<p>Resources could include the following:</p> <p>Publications/Literature/Electronic Media</p> <ul style="list-style-type: none"> • Use of notes/books from Otago Polytechnic • Access department/hospital/educational libraries • Other written materials – newspapers, magazines, brochures, manuals, newsletters, conference papers, pamphlets • Government or other official publications and documents • Case notes • CD-ROMs, e-mail, Internet and other electronic media • Films, videos, TV and radio programmes • Librarians <p>Community Resources</p> <ul style="list-style-type: none"> • Discuss related issues with relevant knowledgeable people (clients, care-givers, health care professionals etc) • Visit other community services • Networks of peers, fellow students • Lecturing staff on campus • Resource centres <p>Experts</p> <ul style="list-style-type: none"> • Observe a therapist • Interview other staff in the setting • Access to clients <p>Reflection</p> <ul style="list-style-type: none"> • Reflective journals 	<p>Skills: Demonstrate</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Report, annotated bibliography, oral presentation • Case study, concept map • Examples of problems and solutions, strategies for approaching problems <p>Attitudes:</p> <ul style="list-style-type: none"> • Rating scales, role plays, critical incidents, discussion • Personal journals or journal overviews, records of supervision, transcripts of peer discussions, analysis of issues <p>Criteria for evaluation:</p> <ul style="list-style-type: none"> • Specific behaviours that can be observed • Level of supervision required • Achievements
describe	name	list																								
interpret	identify	demonstrate																								
assemble	plan	evaluate																								
test	report	prepare																								
position	measure/record																									
construct	compare	contrast																								
conduct	express	state																								
elicit	facilitate																									

Examples of Learning Contracts (Examples of students learning contracts used in Fieldwork 5 in 2000)

OTAGO POLYTECHNIC OCCUPATIONAL THERAPY LEARNING CONTRACT

The evidence/outcome must reflect the learning objectives set.

Learning Objective	Learning Resource	Evidence/Outcome
What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.	What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.	How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?
<u>Attitude</u> Examine my attitude towards people with mental illness	<ul style="list-style-type: none"> • Reflective journaling • Discussion with supervisor about what to expect and how to respond to these clients, before and after interaction with them • Observe other staff members interaction with the clients • Ask for feedback from the therapist for her perception of my attitude 	<p>Present examples from personal reflective journal in discussion with supervisor</p> <p>Discuss with supervisor how my attitude has changed and what events led to that change.</p> <p>Evidence of behaviour/response to people with mental illness.</p>
<u>Knowledge</u> Evaluate the 'given' occupational therapy role in the community mental health setting	<ul style="list-style-type: none"> • Observation of therapist in interaction with clients and other members of the multi-disciplinary team • Discussion with therapist of OT role • Discussion with other team members of their perception of the OT role • Read mission statements, philosophies and relevant literature available on the role of OT in Early Intervention for first episode psychosis 	<p>Verbal presentation to supervising therapist, which includes clear description of role based around one case study.</p> <p>Identification of possible role conflicts.</p> <p>Comparison of stated roles with reality.</p>
<u>Skills</u> To facilitate the running of a group session by the end of the placement	<ul style="list-style-type: none"> • Read over group leadership notes from Polytech • Observe supervisor facilitating at least one group session and discuss these with supervisor afterwards • Assist therapist to facilitate and/or participate in at least one group • Discuss techniques/strategies and material to be covered in session, with therapist beforehand • Facilitate group under supervision of the therapist 	<p>When running a group session, I will:</p> <p>Plan group session and discuss with therapist</p> <p>Modify if needed</p> <p>Prepare adequately for session</p> <p>Facilitate warm up, main activity, wrap up, and modify during as appropriate (if appropriate, otherwise follow planned group structure)</p> <p>Write a report that accurately describes the group process.</p>

**OTAGO POLYTECHNIC
OCCUPATIONAL THERAPY LEARNING CONTRACT**

The evidence/outcome must reflect the learning objectives set.

Learning Objective	Learning Resource	Evidence/Outcome
<p>What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.</p>	<p>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</p>	<p>How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?</p>
<p><u>Attitude</u></p> <p>Examine my attitudes towards difficult and challenging situations within head injury rehabilitation</p>	<ul style="list-style-type: none"> • Read journal articles and tapes prior to placements • Record in journal the types of emotions I anticipate will arise on placement • Observe other staff interacting with clients • Discuss with therapist the types of strategies for dealing with challenging situations • Discuss with supervisor issues that arise from my observations/experiences • Journal my experiences • Compare my thoughts/feelings of experiences on placement with my expectations prior to placement 	<p>I will compile a written prose describing how experiences on placement, discussion with other staff, and journal articles have influenced my attitudes in dealing/coping with challenging situations.</p>
<p><u>Knowledge</u></p> <p>By end of Week 3 I will be able to describe the common cognitive/perceptual deficits associated with head injury and their impact on activities of daily living</p>	<ul style="list-style-type: none"> • Polytech notes • Observations of clients with head injury on placement • Interview client/family • Read client notes • Renew journal articles and BIA tapes • Discussions with therapist i.e. observations • Journal observations 	<p>Present my findings in the form of a handout for clients/carers/family explaining the typical cognitive/perceptual difficulties and how these may impact on activities of daily living.</p> <p>This should be concise, accurate and written in appropriate language.</p>
<p><u>Skill</u></p> <p>By third week of placement I will be able to implement and evaluate the results of a standardised assessment (COTNAB) without direct supervision</p>	<ul style="list-style-type: none"> • Read manual • Observe therapist carrying out assessments and discussion of observations • Discuss procedure with therapist • Practice assessment with supervisor (role play) • Carry out assessment with supervision from therapist • Seek feedback re my performance • Evaluate assessment and seek feedback from therapist 	<p>When implementing COTNAB, I will:</p> <p>Prepare for assessment adequately</p> <p>Attend to safety of client</p> <p>Demonstrate clear communication</p> <p>Carry out assessment to standard required of setting</p> <p>Discuss/report to therapist with recommendations</p> <p>Complete appropriate documentation adequately</p> <p>Uses feedback and own reflections to identify how assessment could be improved for next time.</p>

Learning Objective	Learning Resource	Evidence/Outcome
<p>What do you want to learn or develop? Consider your own competency levels and the opportunities available within this facility</p>	<p>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</p>	<p>How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when?</p>
<p><u>Attitude</u> Explore my personal views about the stigma of mental illness by the end of 3 weeks</p>	<ul style="list-style-type: none"> • Discuss with other staff members their views of mental illness • Journal thoughts throughout placement, reflecting and challenging these • Discuss with 2 clients their experiences of stigma • Attend course on “Workshop Skills for Countering Stigma and Discrimination Associated with Mental Illness: • Ongoing discussion with therapist 	<p>Compare and contrast my views of stigma from before and after the placement in discussion with therapist, presenting relevant extracts from my journal.</p>
<p><u>Knowledge</u> Describe the effects of mental illness and its impact on the daily life of two clients at the end of Week 3.</p>	<ul style="list-style-type: none"> • Read Polytechnic notes on OOD and useful tests to determine questions to be asked • Check questions with supervisor • Discuss with 2 clients (recommended by therapist) the areas of their life that have been affected • Ongoing discussion with therapist on findings • Spend time with clients in social situations • Journal daily findings 	<p>Present to therapist case studies that illustrate the impact of mental illness by comparing premorbid life style with current situation..</p>
<p><u>Skill</u> Conduct at least 2 ‘Work Readiness Profile’ assessments, and prepare recommendations for these clients by the end of Week 3</p> <p>Conduct at least 2 initial interviews and document these, by the end of 3 weeks</p>	<ul style="list-style-type: none"> • Observe therapist conduct 2 assessments eg basic skills assessment, work habits checklist assessment • Practice ‘Work Readiness profile’ in own time • Read and familiarise self with layout/format of assessment • Make list of areas wanting feedback on from therapist • Therapist to observe 2nd attempt of conducting assessment and provide feedback accordingly • Read past recommendations/goals written from client files • Read Polytechnic notes on goal setting • Discuss results of assessments and possible goals with therapist before relaying to client • Observe therapist conduct 2 initial interviews • Practice initial interview with client already had one/by self and discuss, with feedback • Look at referral form to help direct to relevant questions • Therapist to observe interviews and give feedback • Make list of areas wanting feedback on from interviews • Look at previous ‘impressions’ written • Look at Polytechnic notes on report writing checklist • Therapist to critique first report 	<ul style="list-style-type: none"> • Adequate preparation-environment set up accordingly • Carry out work readiness profile to level agreed with therapist • Present assessment data/results/observations to therapist and other therapists at OT meeting • Recommendations are established and co-signed by therapist • Adequate preparation for interview, and environment set up accordingly • Clear communication demonstrated (eg introduction, maintaining control of interview) as observed by therapist • Interview or monthly work feedback sheet documented and co-signed by therapist • All relevant areas in interview are sufficiently covered

SECTION FOUR

INFORMATION RELEVANT TO THIS PLACEMENT

This information will be replaced each time you have a student. You should only have one copy of this section in your folder at any one time.

SECTION FIVE

OVERVIEW OF THE PROGRAMME AT OTAGO POLYTECHNIC

OVERVIEW OF BACHELOR OF OCCUPATIONAL THERAPY Revised Curriculum : 2006

This programme is designed to prepare occupational therapists for practice in the New Zealand context for the 21st century. The three year programme is conceptualised as an hour glass framed within the WFOT guidelines and NZAOT competencies. Each year is distinctive and courses draw on previously gained learning. Fundamental to the structure of the programme is the belief that close links should be made between fieldwork and academic components. Fieldwork (and the development of a portfolio) is the central core which draws on and contributes to all courses on the programme.

Many of the courses will use case based scenarios. These will be chosen to reflect occupational needs of the client(s) and diverse practice contexts. Additionally scenarios will represent people of different age groups, gender, ethnicity, those who have recently acquired and long standing health needs, as well as a variety of health conditions.

In the first year at the top of the hour glass students are introduced to and experience the breadth of practice of the profession and broad knowledge frameworks that underpin the profession. The courses provide an overview of the broad issues affecting people, environment and occupation. Students will be directed to engage and participate in their learning through interactive group work, real life scenarios and community experiences.

The second year is the narrowing of the hour glass reflecting a move to focus students' knowledge and explore its specific application. They will be engaged in initiating, organising, implementing and practising skills in relation to specific people, environments and occupations. This is a chance to develop and test their skills and knowledge.

The third year is the base of the hourglass when students are asked to analyse theoretical and practical knowledge in relation to the broader occupational therapy practice perspectives. It explores and grounds knowledge providing student with the skills required for professional reasoning within the wider context of practice. Continuing the hourglass analogy, fieldwork is the core around which other courses are arranged, enabling students to draw together specific resources, be they practice skills, contextual knowledge or the students own changing attitudes and values, creating momentum towards graduation. Fieldwork courses are introduced in first-year, and occur at regular intervals, in each semester, until the programme concludes with an extended intern type placement.

The hourglass diagram and the fieldwork pattern of placements provide context for the overview of courses by stage and semester.

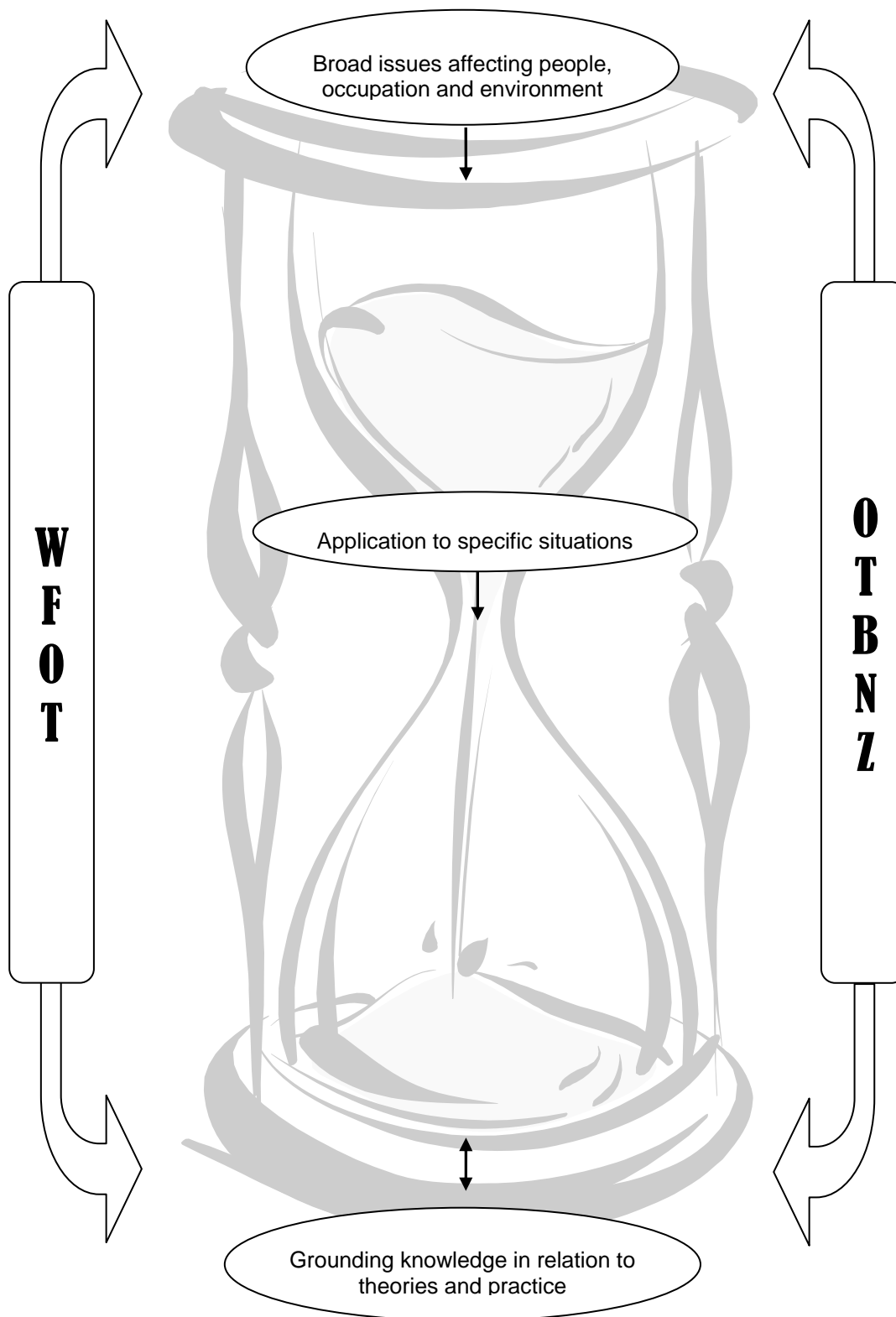


Figure 2. Bachelor of Occupational Therapy programme conceptualised as an hour glass. Fieldwork denoted by shading.

WFOT - World Federation of Occupational Therapists Recommended Standards
 OTBNZ - Occupational Therapy Board of New Zealand

COURSE SUMMARIES

STAGE 1

Semester 1 _____

BT125001 KINESIOLOGY FOR OCCUPATIONAL THERAPY

The analysis of movement in the context of everyday activity, drawing on related disciplines of anatomy, physiology, and kinesiology. The main focus of the course is on normal movement.

BT126001 PSYCHOLOGY FOR OCCUPATIONAL THERAPY

Explores a range of theories, perspectives and issues related to psychological functioning in the context of everyday activities.

BT127001 ADAPTIVE LIVING – OCCUPATION

Enables students to recognise and analyse the activities through which humankind constructs its world, and learn how to make them work for themselves and others.

BT128001 THERAPEUTIC COMMUNICATION

Equips students with the basic skills for successful communication in a range of therapeutic situations, exploring aspects that affect interpersonal communication.

BT129001 FUNDAMENTALS OF INQUIRY

Provides students with basic skills essential to being able to locate, read, understand and critique information, including literature, research and other sources.

BT130001 FIELDWORK 1

This placement will prepare students for entry into professional practice. Students will gain an appreciation of the day to day work of an occupational therapist and contribute to the occupational therapy process at an introductory level.

Semester 2 _____

BT131001 SOCIAL ANTHROPOLOGY FOR OCCUPATIONAL THERAPY

Introduces students to concepts of culture and society (using frameworks of anthropology and sociology) with particular emphasis on understanding these concepts in relation to Aotearoa/New Zealand. Concepts explored will have an occupational focus. Students will be able to reflect on their own social and cultural circumstances in a Aotearoa/New Zealand context.

BT132001 HUMANITIES FOR OCCUPATIONAL THERAPY

Enables students to gain an understanding of human work and play through those disciplines that explore the ways in which men and women interpret, represent, express and communicate their experience of the human world.

BT133001 ADAPTIVE LIVING – TECHNOLOGY

Students are introduced to the concepts of generic design, and adaptation, drawing on related disciplines already studied as well as introducing ergonomics and engineering psychology. The students will further develop their understanding of analysis and the interaction of people, task and environment so as to make adaptations which will facilitate participation.

BT134001 REFLECTION IN PRACTICE

Students reflect on fieldwork experience to develop deeper understandings of their practice experiences and gain insight into outcomes achieved through reflective processing.

BT135001 CONCEPTS IN HEALTH

Students explore specific concepts in health and disability. Students will explore these issues at a number of different levels, (from the individual through to international) and from a variety of perspectives.

BT136001 FIELDWORK 2 LONGITUDINAL

This placement will provide the student with an opportunity to participate in an existing occupation services within the local community.

STAGE 2

Semester 1 _____

BT227001 DISABILITY, FUNCTION AND OCCUPATION 1

This course is designed to allow students to develop their understanding of specific health conditions, with particular reference to the relationship between human capacity and participation in occupation. Students will be introduced to three specific groups of health conditions and the effects of these conditions on an individual's participation in occupation. Body functions and structures will also be studied in relation to each of the health conditions.

BT228001 ASSESSMENT

Introduces students to the purpose of assessment/evaluation within occupational therapy.

BT229001 TEACHING AND LEARNING APPLIED

Assists students in understanding and using learning principles that are appropriate for group and one-to-one client teaching and educational programmes.

BT230001 PARTICIPATION IN OCCUPATION 1

This course will enable students to focus on participation of people in meaningful occupation. People today are increasingly engaged in occupations that use technology. Students will explore the different ways technology can be used to bring about engagement in occupation of people who have occupational needs, and to consider how technology can be used to enhance therapy services to clients.

BT231001 DESIGNING FOR THE INDIVIDUAL

Develops the students' ability to assess for and recommend adaptation of an environment or equipment as it relates to a specific individual.

BT232001 INTEGRATION OF PRACTICE 1

Focuses on how occupational therapists help people to return to participation in occupation that is meaningful for them. This course will prepare students for collaborative work and foster skills in justifying their decision making.

BT233001 FIELDWORK 3

This placement will provide students with the opportunity to engage in aspects of involvement with individual clients and groups and will enable students to evaluate their planned intervention, develop specified professional skills, and raise awareness of team work.

Semester 2 _____

BT234001 DISABILITY, FUNCTION AND OCCUPATION 2

This course will allow students to further their understanding around specific health conditions, with particular relevance to the relationship between human capacity and participation in occupation. Students will be introduced to four specific groups of health conditions and the effects of these conditions on an individual's participation in occupation. Body functions and structures will also be studied in relation to each of the health conditions.

BT235001 INTRODUCTION TO FRAMES OF REFERENCE

Develops the students' understanding of the role of theory in occupational therapy practice.

BT236001 GROUP WORK

Explores theories and principles related to group work and to equip students to take account of the multiple factors that influence successful facilitation of group interaction.

BT237001 COLLABORATION AND CONSULTATION

Explores the ways in which occupational therapists work with others within varied contexts.

BT238001 PARTICIPATION IN OCCUPATION 2

This course will explore the things which people do, focusing on the characteristics of the occupation rather than the individual doing them.

BT239001 INTEGRATION OF PRACTICE 2

Builds on students' existing knowledge of person-occupation-environment. Students will examine this relationship whilst focusing on supporting and maintenance of individuals within a given environment. This course also aims to make links with appropriate frameworks for practice and the occupational therapy process.

BT240001 FIELDWORK 4

This placement will prepare students for autonomous occupational therapy practice in a supervised setting with individual clients and groups. It will provide formal opportunities for students to direct their own learning.

STAGE 3

Semester 1 _____

BT359001 PRACTICE MODELS

Assists students to understand how a theoretical framework develops over time and to evaluate the validity of the use of all, or part of, an approach in practice settings.

BT360001 EVIDENCE IN OCCUPATIONAL THERAPY PRACTICE (10 CREDITS)

Develops students' abilities to search for research, locate existing systematic reviews, critique individual articles and develop recommendations for practice on the basis of the existing evidence.

BT361001 FIELDWORK 5

This placement will provide an opportunity for students to demonstrate emerging competence in the occupational therapy process with particular focus on integrating occupational therapy practice with the contextual issues that impact on clients.

BT362001 COMMUNITY PROJECT/FIELDWORK 6

Enables students to develop the knowledge, skills and expertise necessary to analyse, plan, implement and evaluate a community orientated project in collaboration with an appropriate agency.

Semester 2 _____

BT363001 COMMUNITY PRACTICE

Is designed to assist students expand their awareness of the relevance of occupational therapy skills and knowledge within community and health promotion environments.

BT364001 CONTEMPORARY OCCUPATIONAL THERAPY PRACTICE

Challenges student's understanding of the issues in professional practice and to critically appraise the services provided by occupational therapists within current practice environments.

BT365001 PERSPECTIVES ON PRACTICE

This course will sensitise students to different ways of viewing the world and continue to raise awareness of cultural and personal differences and their impact on practice.

BT366001 TRANSITION TO PRACTICE

Enables students to identify accomplishments and achievements, strengths and weakness, It encourages self responsibility, stimulates reflective thought and the integration of cumulative knowledge.

BT367001 FIELDWORK 7

This placement will provide an opportunity for students to demonstrate competence as an entry-level occupational therapist, under the supervision of a qualified occupational therapist.

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