



Welcome

In this issue, you'll find the answers to the following questions:

- What is Interprofessional Education?
- Is there one New Zealand Occupational Therapy Fieldwork Assessment now?
- What is the CCPM?
- What publications should I be reading?
- Who received the AUT Excellence in Fieldwork Supervision Award for 2010?
- How can I access online Fieldwork Supervisor Resources from AUT?

Happy reading and we hope you find the answers and support you are looking for.

The AUT Fieldwork Team

Student Placements in 2011

We thank each of you for supporting students' fieldwork placement at your practice. An excerpt from a students' fieldwork reflection illustrates its value.

"On my placement I noticed a man who seemed to know what he wanted but didn't know how to begin."

"After a conversation about possible options to further pursue his physical activity interests, and after receiving some feedback from my supervisor, I went away and found some information about various certificates in sport and recreation related studies."

"We worked collaboratively and he made his own page of questions he wanted to answer and we explored some of the ways he could reach his goals. I felt privileged to be a part of this and learnt the value of listening to clients and the role that plays in capturing what is important and meaningful for them."

Clinical & community placement model update: CCPM

The Clinical and Community Placement Model has been developed over the last 3 years to work towards meeting workforce demands for occupational therapists and addressing feedback that the previous model was not ideal; and the on-going shortage of fieldwork opportunities for AUT students.

What has been involved in its development?

Discussions with the CEO's of the DHB's, directors of Allied Health and Occupational Therapy Professional leaders/advisors and with a group of special schools in the Auckland area, The AUT Occupational Therapy Advisory Committee and with the School of Occupational Therapy at Otago Polytechnic. The model will be fully implemented in 2012 with transition to the new model occurring during 2011. We have also established a reference group to monitor the implementation of the CCPM.

What are the aims of the CCPM?

- Develop a stronger regional strategic alliance between tertiary education and health providers
- Increase the occupational therapy workforce to meet the demands of the developing health and social service sectors
- Provide quality clinical placement experiences to ensure that new graduates are "practice ready"

What is the structure of the CCPM?

AUT and a DHB negotiate and agree on the number of students that will be placed with that DHB. AUT then reimburses the DHB for the number of students. It is expected that the DHB will employ or second a placement co-ordinator who will co-ordinate placements in that DHB's district.

What does this mean for student placements?

Students will continue to be supervised and assessed by occupational therapists; however we have changed when the block placements occur. This will come into full

effect in 2012 and will mean that year one students have a two week placement and year three students have a twenty week placement (two rotations of 10 weeks each). Year two students will have fieldwork opportunities built in during the year, so they still have fieldwork opportunities but not in block placement format.

What's hot

The New Zealand Occupational Therapy Fieldwork Assessment, which is based on the OTBNZ professional competencies, has finally arrived.

This is a momentous occasion for both the profession and academia. It is a joint venture between AUT University and Otago Polytechnic and it has been a pleasure working together on this.

We believe it will have a significant impact on the profession in New Zealand, as supervisors and students will appreciate the consistency that this will bring to practice education.

The official launch of the assessment happened simultaneously at Otago Polytech and AUT University on Thursday 10 February 2011, with representatives of the Profession, the OT Board, NZAOT and Academic staff in attendance.



We look forward to continuing to work closely on the implementation and evaluation of this assessment tool. Samples of the new assessment tool are available on AUTonline.

A big thank you to all those who have been involved with the development of this assessment.

OCCUPATION IN PRACTICE



Study @ AUT

To keep up with the ever-changing pace of our profession, we recommend talking to us about what papers would best suit you, for your client base (or a new client base you wish to expand into).

Information about courses is available at www.authealth.ac.nz

If you wish to discuss your postgraduate options further, contact:

Dr Clare Hocking

Email: clare.hocking@aut.ac.nz

Fieldwork educator workshops

In 2010, we provided ten Interprofessional Fieldwork Educator Workshops at various places throughout the North Island including two specialised workshops on Supervision Challenges and Reflective Practice.



Due to the positive feedback and the recent changes to the placement model and Fieldwork assessment tool, we will facilitate these again in 2011. Feel free to let us know some of your ideas/suggestion for these workshops.

AUTonline: OT fieldwork educators

AUTonline is a website that you can obtain access to, offering you a range of resources to successfully support students on fieldwork placements.

Instructions

1. Go to <https://autonline.aut.ac.nz>
2. Login using the following:

- Username: **OT09**
- Password: **fieldwork09**

Under 'My Organisations' on the right, click on "OT Fieldwork Educators Resources".

Choose from one of many options for further information;

- * Announcements
- * Staff information
- * Newsletters
- * BHSc(OT) information
- * Placement documentation
- * Fieldwork educators resources
- * Fieldwork liaison meetings
- * Links and resource changes

AUT Excellence Award

The 2010 AUT Excellence in Fieldwork Award was presented to Claire Baines at Ambury Park Centre for Riding Therapy.



This is a very prestigious award as Claire was nominated by her student for her outstanding efforts and guidance to students as she completed her fieldwork placement at her practice.

Interprofessional education (IPE) & collaborative practice

IPE and collaborative practice occurs not only when health professionals learn with, from and about each other, but also when they interact with each other, with their clients, and with their colleagues towards a common goal of improved collaboration and enhanced client care¹.

Interprofessional (IP) collaboration and communication is critical for improving patient safety and in the management of complex cases², a recent Canadian Report identified that there is sufficient evidence to suggest that IP interventions improve workplace quality, increase provider satisfaction, attract a higher number of student placements and influence graduate employment choice, and there is strong evidence that IP interventions reduce the cost of patient care.

AUT hosts the National Centre for Interprofessional Education and Collaborative Practice (NCIPECP). Brenda Flood's interprofessional practice development role, focuses on developing interprofessional education opportunities on campus and in practice. Students will be provided with a range of learning opportunities throughout the duration of their degree.

1. World Health Organisation 2010.
2. Oandasan et al, 2006; Rice et al, 2010. Suter & Deutschlandler, 2010.

Recommended texts and resources

In this issue we have included the latest required texts for our year 2 papers.

ENABLING PHYSICAL PERFORMANCE:
Atchison, B., & Dirette, D. (Eds.). (2006). *Conditions in occupational therapy: Effect on occupational performance* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

ENABLING COGNITIVE PERFORMANCE:
Gillen, G. (2009) *Cognitive and Perceptual Rehabilitation: Optimizing function*. St Louis: Mosby Elsevier.

ENABLING AFFECTIVE PERFORMANCE:
Brown, C., & Stoffel, V. C. (2011). *Occupational Therapy in mental health. A vision for participation*. Philadelphia, PA: F.A. Davis Company

CREATING ENABLING ENVIRONMENTS:
Letts, L., Rigby, P., & Stewart, D. (Eds.). (2003). *Using environments to enable occupational performance*. Thorofare, NJ: Slack.

ENABLING OCCUPATION FOR GROUPS:
Cole, M. B. (2005). *Group dynamics in occupational therapy: The theoretical basis and practice application of group treatment* (3rd ed.). Thorofare, NJ: Slack.