



Welcome -
to the second issue for 2011.

What can you look forward to in this issue?

- Student reflections on placements in 2011
- Changes to the 3rd Year fieldwork block placement
- First official Clinical Coordinator
- Occupation-centred curriculum at AUT University
- AUT Online resources

Happy reading everyone !

Fieldwork Team-
Sue Howett, Marlies Dorrestein,
Kim Frenchman (L-R)

high-tech cushions. We were especially interested in attending some surgeries. We enjoyed the individual sessions with the social worker and learnt about engaging with people from different cultural groups. We felt like we were respected and treated as new graduate therapists already. On the social side, we met with most of the OT students attending the local university, and exchanged our different cultural and practice views. We were exceptionally lucky to meet Ms Elizabeth Townsend; we asked her questions and she took a photo with us and autographed our Enabling Occupation II books. We felt so star-struck. Overall we felt it was a career changing experience where we gained a global perspective and appreciation for occupational therapy. We made many connections and friends we plan to keep in contact with. We would like to extend our thanks to everyone who made this experience possible.

Adina and Megan (3rd Year Students)



Interprofessional Placement:

Over the past two months I have had the opportunity to live in a rural community and be placed within a Primary Health Organisation for my third year occupational therapy placement. This interprofessional placement consisted of living and working with five other health students to develop a project that would benefit the local community. This type of placement is offered to students a few times a year. On this occasion our project focussed on developing an educational DVD for future students interested in

participating in interprofessional placements. Together we developed a prototype which the PHO can develop into a professional DVD later. In addition, we had the opportunity to spend half days working with different health professionals in the area, eg the Plunket Nurse, GP, Paramedic, Clinic Nurse and Pharmacist. For me this was an invaluable interprofessional learning experience that I am very thankful to have been part of. I would like to express my thanks and appreciation to all those who made this experience possible for me.

Krystle (3rd Year Student)

What's hot

Changes to the current 3rd Year fieldwork block placement—

Next year we will be fully implementing the new curriculum in conjunction with the new placement model. Placements in 3rd year will now consist of two ten-week blocks running from June-November. More information on the new placement is available in Issue 2, Occupation in Practice, March 2011 (also available on AUT Online). See page 3 for log-in details.

Fieldwork Staff Reflections—

We have been working on the infrastructure of the new placement model over the last two years, and feel very optimistic about how it is progressing. There is a strong sense of collaboration with regards to developing fieldwork, and interesting new opportunities that this model will open up for students and providers alike.

Student reflections on placements in 2011

Canada:

Miles away across the world we both arrived in Canada excited to start our final eight week placement. We were placed in a teaching hospital, where there were many other students and very experienced staff. Both our supervisors had many years experience with students from around the world, and seeing a little kiwi on a supervisor's desk reassured us we were in good hands. Our experience there was amazing; staff were not only helpful but patiently answered all our questions and invited us to engage in many learning opportunities. During our stay we attended many in-services including experiencing the latest wheelchairs and



Evaluation of NZ Fieldwork Assessment Tool—

Those of you who have used the tool so far this year will have received an invitation to complete an evaluation of the NZ Fieldwork Assessment tool. Thank you very much for all your responses to-date. We will be sending out another invitation later in the year, so everyone who has worked with the new tool has an opportunity to comment and make suggestions for improvement. We (Otago and AUT) intend to collate and incorporate your feedback into any amendments to the assessment for 2012.

Quality Improvement Process—

AUT fieldwork staff and Auckland DHB have embarked on a quality improvement process by piloting the IQiPP (Improving Quality in Practice Placements), an audit tool designed by The University of Queensland. The preliminary results indicated that this reflective tool is helpful both from an organisation and educational perspective in confirming and identifying areas for quality improvement. This process will now roll-out to the other DHBs who are part of the CCPM over the next two years. A full report from this pilot will be available early in 2012.

First Official Clinical Coordinator—

We would like to extend a warm welcome to Carin van Grunsven, who is our first officially appointed Clinical Coordinator within the CCPM for Counties-Manukau DHB.



We look forward to welcoming other Clinical Coordinators in 2012.

Occupation Centred Curriculum at AUT University

(First published in OT Insight, April 2011)

What is an occupation centred curriculum and why is this important?

Occupation centred curricula view everything from the perspective of human occupation – what is taught, how it is taught, the prior experience students bring with them, and the expertise graduates will leave with. In describing our curriculum, we often explain that occupation is the organising framework. That means that each paper addresses a different aspect of people's participation in occupation, and that papers build on each other towards a complex understanding of occupation, its relationship with health and well-being, and social influences on people's access and engagement in occupation. A range of topics and related knowledge that will be familiar to all occupational therapists, support students understanding of occupation and people as occupational beings. They include psychology, anatomy, cognition, systems theory, change theory, etc. Occupation centred curricula are internationally recognised as being at the cutting edge of the profession and ground students firmly in the core business of occupational therapy. Yerxa (1998) states that "... occupation cannot be reduced to the level of understanding below that of a person, for example, to the level of organs such as muscles and joints. Persons, not synapses or muscles or cognitions engage in occupation" (p. 367). This is not to say that students don't learn about muscle groups, joints and cognitive components; they do, but this occurs within the context of how these impact/interfere on a person's ability to participate and engage in their daily occupations. The curriculum has been carefully considered and developed, reflecting and responding to the contemporary perspectives on occupation and contributes to the profession's vision of becoming self defining. According to Yerxa (1998), that means being able to

define our own knowledge and scope of practice. In order to promote an occupational perspective in practice, Wilcock (2000) believes that an occupational approach to learning and teaching is required. Accordingly, a number of instructional methods are used to link learning to occupation with teaching strategies focusing on doing, practising techniques, occupational analysis and skill development. **What is the structure of the curriculum?** The curriculum was fully revised in 2006 to integrate this international shift to occupationally focused curricula and emergent domains of practice, particularly in primary health care, population focused health and promoting people's participation in communities. The programme will open up opportunities for new practice contexts in New Zealand, while still producing competent graduates for the current practice environment. All requirements of the World Federation of Occupational Therapy (WFOT), and related academic committees have been met for the introduction and implementation of the revised curriculum. Occupational therapists use occupation as the means of enhancing health, and occupation is the end point or goal of occupational therapy. This occupation-focused view of practice implies that what clients want or need to do, and the difficulties or challenges in doing that, are always the focus. This 'top-down' approach to therapy means that therapists work directly on enhancing participation, drawing on anatomy, physiology, psychology, sociology and other bodies of knowledge when they offer useful explanations about what the difficulty is and how to address it. To prepare graduates to practice in this way, each year has a particular conceptual focus. On completion of the degree, students will not only be able to meet the competencies for registration but will have the .../



necessary skills to be able to generate new knowledge, use evidence in practice and respond to the increasingly complex needs of individuals, groups and communities. As summarised by Yerxa (1998), “a curriculum focused on occupation will prepare our students to take their vision, enthusiasm, and infectious need to know into the unknown opportunities and demands of the world of the 21st century” (p. 371).

References: Wilcock, A. (2000), Development of a personal, professional and educational occupational philosophy: An Australian perspective. Occupational Therapy International, 7 (2), 79-86., Yerxa, J. (1998), Occupation: The keystone of a curriculum for a self defining profession. The American Journal of Occupational Therapy, 52 (5), 365-371.

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AUT Online for— OT Fieldwork Educators

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

First year supervisors for the current two week placement, 25 Oct – 4 Nov, please pay particular attention to the folder-

“Year 1 placement information for supervisors”

under

“Placement documentation”;

Amongst other valuable resources there is a podcast available here which talks you through Year One expectations.

Connection Instructions:

1. Go to <https://autonline.aut.ac.nz>
2. Login using the following:
 - Username: OT09
 - Password: fieldwork09
3. Under ‘My Organisations’ on the right, click on “OT Fieldwork Educators Resources”.
4. Choose from one of the many options (as below) for further information;

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

POST-GRAD OPPORTUNITIES

Study @ AUT



To keep up with the ever-changing pace of our profession, we recommend talking to us about which 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.authhealth.co.nz

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

Dr Clare Hocking
Email: clare.hocking@aut.ac.nz



Fieldwork Educator Workshops

We have facilitated nine Workshops this year. Please contact your Clinical Coordinator for information on upcoming Workshops in the new year. Log onto AUT Online for information on past Workshops.

AUT Fieldwork Team