

YEAR 3

General Fieldwork Information & Objectives

Occupational Therapy Practicum 2 (OCTY707) & Practicum 3 (OCTY708)

The Occupational Therapy Practicum 2 and Practicum 3 courses promote the transition from occupational therapy student to beginning practitioner. Both courses provide an opportunity for the student to develop the integration of skills, knowledge and attitudes within a practice context. The learning within this paper is seen as a developmental process in which the student will have opportunities to gradually gain the confidence and both generic and service specific occupational therapy practice skills in order to reach the level of competency of an emerging new graduate therapist ready to enter the occupational therapy workforce.

Practicum 2 takes place in semester one and is eight weeks in duration, followed by practicum 3 that takes place in semester 2 and is also eight weeks in duration. Students must successfully complete practicum 2 to progress to practicum 3.

Curriculum Content

Prior to commencing practicum 2, students will have successfully completed the following year 3 courses:

- Preparation for Occupational Therapy Practice (OCTY703)
- Professional Reasoning (OCTY702)

The OCTY703 course focuses on integrating professional occupational therapy knowledge and developing practice competence. This course will provide students with opportunities to apply professional skills, knowledge and attitudes to occupational therapy practice within a simulated practice environment. Prior to placement students will complete placement preparation within this paper. This will involve lectures, tutorials and workshops specifically focused on preparation for placement.

The OCTY702 course focuses on critiquing the occupational therapy processes in relation to ethical, legal, and cultural concepts to inform decision making and inter-professional working in a range of practice environments. This paper aims to- develop students' professional reasoning skills. It will introduce concepts of ethical and clinical reasoning within the context of practice-oriented scenarios. It will provide practical learning experiences as well as an understanding of the theory underlying the professional judgements and decisions made in your occupational therapy practice.

Prior to commencing practicum 3 in semester two, students will have completed the following year 3 courses:

- Promoting Occupational Justice and Participation (OCTY706)
- Evidence and Practice (OCTY705)

The OCTY706 course focuses on acquiring knowledge, attitudes and skills to develop and implement evidence-based enabling occupation processes for organisational, community and societal change that will enhance health and well-being of an identified group that experiences occupational disruption, disadvantage, or injustice.

The OCTY705 course focuses on the development of knowledge of research design and analysis. This includes critical appraisal of research findings to determine applicability to clinical situations.

Fieldwork Educator Roles & Expectations

The fieldwork educator's role is to provide appropriate learning opportunities, guidance and feedback that facilitate students' integration of knowledge and skills. This is expected to align with the student's level of experience in practice and the expected level of competency for a student within the service context.

For example, some services do not employ new graduate occupational therapists. Therefore, students should not be expected to be able to develop their skills to the same level of competence/expertise as the therapists. So, if a service like this offers a student placement, the expectations for a student's level of competence need to be adjusted to reflect this.

By the end of each placement, the student is expected to meet the criteria identified in the Fieldwork Assessment Booklet to the level indicated by the shaded boxes. The expected level of performance reflects the developmental progression of a student's skills across the two placements. If you are unsure about how to align expectations and tasks with the students' learning needs and assessment goals then please contact the CCL or AUT practicum leader prior to the placement for further discussion.

Assessment and Compulsory Activities

There are two assessment points and two Compulsory Integrative Learning Activities (CILAS) for each practicum. Practicum 3 includes two compulsory "reorientation days" on campus. Student attendance is compulsory.

1. Assessment

This takes the form of an assessment of student's performance, based on the implementation of the occupational therapy process within a supervised practice environment. The fieldwork educator will formally assess the student's competence using the national fieldwork assessment booklet at the end of each 8-week placement. This involves observing students' interactions with clients and/or colleagues as well as assessing the students' professional attitude, knowledge and skills. As part of this process both the student and supervisor will complete a mid-way formative assessment during week 4 of the placement. It is imperative that the student receives clear, specific and direct feedback at the midway, and throughout the placement, to support the development of knowledge and skills. If you have concerns about a student's performance and/or ability to utilise feedback please contact the CCL and/or AUT practicum leader in a timely manner so that additional support can be offered.

2. Compulsory Integrated Learning Activities

CILAS have been included in this paper in order to provide opportunities for the integration of theory into practice (praxis) to be demonstrated, for students to share this with the fieldwork educator and the team on placement and receive feedback. Please refer to the tab "Fieldwork Structure" for more information relating to the CILA requirements for practicums 2 and 3.

3. Fieldwork Hours

Students are expected to complete 40 fieldwork hours per week. This includes 4 hours of self-directed time per week. Students must negotiate with the fieldwork educator as to when it would be most appropriate to incorporate self-directed time into their schedule each week.

Please familiarise yourself with the Absence from Placement Policy and alert the CCL or AUT practicum leader if a student is absent for more than 3 days over the course of the placement.

Students are responsible for completing the time sheet on the last page of the assessment booklet. Fieldwork educators must sign the time sheet at the end of the placement and return it to AUT with the completed assessment.

4. Midway Forum (Practicum 2)

This is applicable for Practicum 2 only. The forum will take place on campus in week 5 of the placement, and the date and time will be communicated to students in advance. Students in Auckland must attend this session in person. An online option will be available for students in other regions. Please note that attendance is compulsory, and will count towards FW hours.

5. Reorientation Days (Practicum 3)

This is applicable for Practicum 3 only. Students are expected to attend a two-day re-orientation programme at AUT, which will take place on the last two days of Practicum 3. Students who are placed out of Auckland may be given permission to use their 4 hours self-directed study time for travel to return to Auckland prior to the reorientation days.