

AUT

Introduction to Fieldwork Assessment and Supervision

Preparation for Year 3– Practicum 2




Please note

- Fieldwork resources are available online via the AUT website: <https://www.aut.ac.nz/industry-and-employers/employ-students-or-graduates/occupational-therapy-fieldwork-information>
- FW Educators must please review the available resources prior to the placement start date



Objectives

- Overview of Practicum 2/P2 (OCTY707)
- Outline Fieldwork Assessment and Grading
- Outline Supervision Requirements



Overview of Practicum 2 (OCTY707)



Course Descriptor

Develops and integrates skills, knowledge and attitudes for competent practice within an occupational therapy practice context.

- Learning outcomes are linked to the OTBNZ Competencies for Registration and Continuing Competence
- Prerequisites: Preparation for Occupational Therapy Practice (OCTY703) and Professional Reasoning (OCTY702)
- Other: placement preparation workshops facilitated by the AUT practicum leader

For more information about the curriculum and specific courses please refer to the website, 'About AUT's occupational therapy degree'.



Purpose

The basis of all education is to learn by doing. - Donald Laird

- Students will continue to develop their knowledge, skills and attitudes in an OT practice context:
 - Under appropriate guidance and supervision
 - Within a scaffolded structure
 - Through a range of learning opportunities matched to the performance indicators and students' abilities
- Students (and AUT) consistently receive formative feedback on their performance on placement, with a summative assessment completed at the end of the placement.
- **Students are NOT assessed at a new graduate level but at a final-year undergraduate level.**

General Expectations

- 40 hours/week over 8 weeks (320 hours total)
 - Students must keep a record of their hours, checked regularly by FW Educator
 - Includes 4 hours of self-directed learning: students must negotiate with the FW Educator as to when, where and how they will use this time each week
 - Students must make up any missed hours, in negotiation with the FW Educator
Students must attend the mid-placement forum held at AUT North Campus in week 5 (students outside of Auckland will attend a separate online session), this will count toward their FW hours

Also refer to Absence from Placement Policy

- Complete a 'Supervision Agreement' and engage in weekly supervision sessions (individual or group format depending on the setting)
- Complete Compulsory Integrative Learning Activities (CILAs)
- Complete at least one written reflection each week - to be discussed in supervision (this is in addition to the CILA)
- FW Educators must please return the assessment booklet to otplaceme@aut.ac.nz by the due date and Cc the student into this correspondence.



CILAs – P2 Guided Reflections

- Students are expected to complete FOUR guided reflections as Compulsory Integrative Learning Activities (CILAs)
- The purpose of the CILAs is to guide students to demonstrate skills in reflective practice, and integration of knowledge and practice.
- **Four topics**
 - **Therapeutic relationship and occupational therapy practice**
 - **Racism in the health care context and occupational therapy practice**
 - **Spirituality and occupational therapy practice**
 - **Justifying decisions made in occupational therapy practice**
- One CILA/fortnight (in any order)
- Content of reflections may contribute to the midway and final assessment grading and feedback
- Students need to access the CILA resources provided on Canvas to complete a 500-700 word written reflection (must be submitted to FW Educator, not AUT)

Where to Begin?

Before the start of placement:

Student must contact FW Educator at least one week prior to start date
Confirm the meeting time and place, and dress code
Suggest any pre-placement readings in preparation for the placement
Any other important/relevant information

Week 1-2

Orientation (service/OT
role/team/clients)
Clarify expectations for the placement
and complete the Supervision
Agreement
Review learning objectives

Remaining Weeks

Achievable learning outcomes
Opportunities to observe before
“having a go”
Scaffolding learning and opportunities
Building confidence & competence

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Fieldwork Assessment



Purpose of Assessment

- To assess student's performance and level of competence at the midway (formative) and final (summative) assessments
- To share feedback on strengths and areas for further development
- To guide students in developing their knowledge, skills, and attitudes in order to meet the expected level of performance
- To provide feedback to AUT about the above



Assessment Content

- Underpinned by the OTBNZ Competencies for Registration and Continuing Competence
- **A competency-based assessment:**
 - Shaded box indicates the minimum expected level of performance for each performance indicator
 - Performance indicators have been reviewed and approved for inclusion in each assessment booklet
 - Although it is a national assessment, there may be some discrepancies between the AUT and OP assessments due to varying curriculums
 - Students are assessed against the competency at a final-year student level

Grading Criteria

- **Threshold Competence:**
 - Practicum 1: Predominantly ‘emerging’ (Level 2)
 - **Practicum 2: Predominantly ‘adequate’ (Level 3)**
 - Practicum 3: Predominantly ‘consistent’ (Level 4)

A student can, however, demonstrate exceptional performance in any criterion, across any of the three practicums

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely	EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.	APPROPRIATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.	CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes

Please familiarise yourself with the performance indicators and refer to the ‘Guidelines for Demonstrating Competence’



Two Assessment Opportunities Across P2

- Midway Assessment (formative) – week 4
 - Provides an ‘inventory’ of the student’s current level of performance in relation to the expectations for the final assessment.
 - Clear, behaviour-focused feedback gives students powerful insights into what they need to work on and/or what you want to see them doing by the final assessment.
- Final Assessment (summative) – week 8
 - All criteria must be graded
 - No ability to ticks between grades (boxes)
 - If in doubt, ask! Get more feedback about the student’s performance, and check in with a colleague or the CCL or AUT Practicum Leader



Preparing for the Final Assessment

Student's need to:

- Prepare their own copy before the assessment:
 - Grade themselves;
 - Prepare and bring evidence
 - Write a reflection on each competency (mid-way) and overall (final)
 - Generate learning objectives to take to the next placement
- Bring all the above to the assessment

Fieldwork Educators need to:

- Prepare the booklet before the assessment session; **provide specific feedback for the grade**
- Bring to assessment and discuss with student
- Be open to hearing the student's perspective BUT remember that you have the final say



Learning Support Plan

- When is it required?
 - There is concern about a student's ability to achieve the minimum expected level of performance by week 8 due to:
 - Absenteeism
 - Performance issues
 - **The CCL and/or AUT practicum leader must be informed immediately so that a Learning Support Plan can be put in place**
- What does the process entail?
 - Meeting with the student, FW Educator, CCL, and AUT practicum leader
 - Review feedback from the midway assessment
 - Discuss the student's current strengths and areas for improvement
 - Set goal-directed and behaviour-focused tasks for students to complete in each competency area

Note: Students need sufficient time to be able to execute a Learning Support Plan. Please contact the CCL or AUT practicum leader so that we can provide immediate support to you and the student.

Please refer to the 'Supporting Students Flowchart'



Next Steps

- Your role is to provide the student (and AUT) with feedback on the student's performance and grade all criteria accordingly
- AUT will moderate the booklet and finalise a grade, based on your feedback at the final assessment
- In principle: All shaded boxes must be met as a minimum expectation of competence
- P2 is a prerequisite for P3



Supervision

See Supervisor Resources
on AUT website



Getting the Most out of Supervision

Adapted from Alsop & Ryan, 2001, p. 142

Work **collaboratively** to:

- Prepare an agenda, documents, plans and outcomes
- Discuss learning objectives and progress, identify further learning needs and opportunities
- Celebrate achievements
- Share concerns and worries
- Plan for the coming week

Pro-tips:

- Use the assessment booklet as a guide
- **Encourage student responsibility and self-management**



Formal Supervision

- At least one (structured) hour per week to:
 - Plan, monitor and discuss progress
 - Review and agree on learning objectives
 - Review any written reflections
 - Provide feedback on performance and guidance for their learning

It is expected that the midway and final assessment will be scheduled additional to weekly supervision



Informal Supervision

Alsop & Ryan (2001)

- Takes place anytime, sometimes several times per day
- Part of enabling students to observe, explore, understand and integrate learning within a context
- May be a space for reflective dialogue
- Can be adhoc, between sessions, during refreshment breaks, or while travelling between appointments
- An investment in responding to immediate feedback and promoting reflective discussion



Learning Objectives

A critical part of the Fieldwork Educator role is to help students identify learning needs and opportunities, and formulate learning objectives, generated from:

1. Opportunities available that are appropriate for a P2 placement
2. Information provided to the student to help them prepare
3. Opportunities for learning identified during the orientation process
4. Criteria in FW Assessment booklet – and the expected level of performance at end of Practicum 2
5. Feedback during weekly supervision
6. Student's reflections on learning opportunities at any time
7. Feedback and reflections at the midway assessment

STUDENT LEARNING AGREEMENT

What do you want to learn or develop? Consider your own competency levels and the opportunities available within this facility.	What will you do and 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 fieldwork educator that you have met your learning objectives? What proof will you offer and when?	Linked to Competency
Self-assessment:			
Learning Objective	Activities / Learning Resource	Critical Reflection / Evidence/Outcome	
Self-assessment:			
Learning Objective	Activities / Learning Resource	Critical Reflection / Evidence/Outcome	

Date negotiated: _____ Week: _____

Date completed: _____

Student signature: _____

Supervisor signature: _____

Lines of Communication

- Clarify the lines of communication within YOUR organisation: Start with the CCPL/key contact
- If there are concerns or issues during the placement, students are encouraged to communicate initially with their fieldwork educator, and CCL/key contact BUT they are also able to seek support from the AUT Practicum Leader.





References

- Alsop, A. and Ryan, S. (2001). *Making the most of fieldwork education: A practical approach*. Cheltenham, England: Nelson Thorne.
- Costa, D. (2004). *The essential guide to occupational therapy fieldwork education*. Bethesda, MD: American Occupational Therapy Association Press.
- Dimeo, S. B., Malta, S. L., & Bruns, C. J. (2004). The supervisory journey. In D. M. Costa (Ed.), *The essential guide to occupational therapy fieldwork education: Resources for today's educators and practitioners*. Bethesda, MD: American Occupational Therapy Association.
- Jasper, M. (2003). *Beginning reflective practice*. Cheltenham, England: Nelson Thorne.
- Scaife, J. (2009). *Supervision in clinical practice: A practitioner's guide*. (2nd ed.). East Sussex, England: Routledge.
- Stuart, C. (2007). *Assessment, supervision and support in clinical practice*. Edinburgh, New York: Churchill Livingstone Elsevier



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Thank you

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