

YEAR 3 – PRACTICUM 2

Year 3 – Practicum 2 students are expected to demonstrate a sound theoretical understanding of generic occupational therapy processes. The purpose of fieldwork is to learn to apply theoretical learning in a practice setting.

Practicum 2 is the first block placement in a practice setting since Year 1, therefore it is anticipated that the students will have a structured and graduated learning process in order to assist with:

- 1. Building the student's confidence; and**
- 2. The development of occupational therapy practice knowledge, skills and attitudes.**

It is expected that students will have an initial orientation/induction period of 3 – 5 weeks, prior to gradually taking on a more active role in the practice setting.

Within the confines of their student role, and considering their level of training and capabilities, students will be able to demonstrate an ability to carry out all areas of fieldwork practice associated with their caseload. The caseload is to be negotiated between the student and Supervisor.

What to expect from students in Practicum 2:

At the end of Practicum 2 it is expected that the student is able to meet the descriptor for **level three** (appropriate) of the grading criteria with some guidance from the fieldwork educator.

Students are expected to document three to four learning objectives each week, using the Student Learning Objective form as a guide. They are to be taken to supervision for discussion / feedback, and should align with the competencies and performance indicators.

Some examples of learning opportunities:

- After a period of orientation to the service (suggestion: 3 – 4 weeks, depending on the service and the student's confidence and abilities) and observing followed by assisting with aspects of the fieldwork educator's work with clients, students can be expected to complete some parts or stages of the occupational therapy process themselves with supervision and guidance.
- Planning and implementing the occupational therapy process with a variety of clients, starting with non-complex clients and working towards being able to address greater complexity by the end of Practicum 2 (and with ongoing support and guidance).
- Working towards managing a small caseload by the end of the practicum – to be negotiated between the student and fieldwork educator and gradually implemented. Caseloads may differ depending on the nature of the service, complexity of clients, types of assessments and interventions used, and students' abilities.
- Planning, facilitating and evaluating group interventions.
- Actively contributing to multidisciplinary team meetings by giving feedback about their own clients' progress and occupational therapy assessments and interventions completed.
- Completing a project (for example, but not limited to a service evaluation project, a best practice development project, planning and presenting an in-service training session).

Assessment and Compulsory Learning Activities

Assessment: Practicum 2 Fieldwork Assessment Booklet

The Fieldwork Assessment Booklet - Practicum 2 – will be used to assess and give the student feedback on their performance. Guidelines for demonstrating competence have been provided for assisting students and fieldwork educators to identify learning activities that can be selected to demonstrate the student's level of performance under each competency.

Compulsory Learning Activity: Practicum 2 – Guided Reflections

The compulsory learning activity for Practicum 2 is a group of Guided Reflections on specific topics that need to be completed by specific dates, and submitted to the fieldwork educator. Please note that there is not marking grid for the Guided Reflections. However, it is an additional opportunity for students to showcase their knowledge, skills and insights thus contributing to the final assessment grade.

Students are expected to use a recognised reflective practice model for the Guided Reflections, as taught across various courses.