

Guidelines: Longitudinal Fieldwork Experience

BHSc Occupational Therapy - AUT

INTRODUCTION

These guidelines are designed to support students, Onsite Supervisors, Clinical Educators, Lecturers and provider organisations that offer Longitudinal Fieldwork Experiences (LFE) for Year Two BHSc (Occupational Therapy) students. It outlines general information and guidelines related to supporting students on longitudinal fieldwork experiences in practice.

AUT Practicum Leader:

Zainab Badat
Department of Occupational Science and Therapy
AUT North Campus
Phone: (09) 9219999 x 6274
Fieldwork Mobile: 021 577 548
Email: zainab.badat@aut.ac.nz

AUT Fieldwork Administrator

Maxine Jordan
Email: otplaceme@aut.ac.nz

AUT Clinical Educator:

Kate Charlesworth
Email: kate.charlesworth@aut.ac.nz

Head of Department

Dr Heleen Reid
Department of Occupational Science and Therapy
AUT North Campus
Phone: (09) 9219999 x7742
Email: hreid@aut.ac.nz

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SECTION ONE: FIELDWORK CONTEXT

1.1 WHAT IS A LONGITUDINAL FIELDWORK EXPERIENCE?

Traditionally, occupational therapy students have been allocated to fieldwork settings in which occupational therapists have an established or existing role and supervise students to learn and practice the skills required for that role. Thew and colleagues (2011) described this type of fieldwork as 'role-established'. Within the context of the BHSc (Occupational Therapy) most fieldwork hours have been undertaken in role-established settings and in fieldwork blocks (ranging from 2 to 10 weeks). While fieldwork hours have always been allocated to the Year Two papers, it has been challenging to identify the specific activities that authentically constitute fieldwork in Year Two. As such, and in response to feedback from the profession, a longitudinal fieldwork experience (one day/week for 10 weeks) in Year Two is now offered. This experience offers a contained, authentic learning opportunity for students outside the classroom that is congruent with the BHSc (OT) programme philosophy, and focuses on the development of observation, analysis, communication and reflection skills, and the integration of theory to practice in the context of the five Enabling papers.

Recent research has demonstrated that longitudinal fieldwork is an effective alternative mode of clinical education to traditional fieldworks (Roberts, Daly, Fabian & Lyle, 2016). Extended student engagement in community settings provide the advantages of educational continuity as well as increased service provision in diverse (and often innovative) areas. In longitudinal fieldwork experiences, students are typically supervised onsite by an Onsite Supervisor/s (who may or may not be an occupational therapist), in collaboration with an AUT clinical educator (who is a registered occupational therapist). Most of our LFE providers do not have OTs employed within their service. This is still a valuable opportunity for students to practice a variety of skills, and link theory to the practice context.

The type and frequency of onsite supervision and support provided by the Onsite Supervisor is determined by several factors, and where possible, in collaboration with the students allocated to that provider.

1.2. EVIDENCE FOR LONGITUDINAL FIELDWORK EXPERIENCES

1.2.1 BENEFITS OF LONGITUDINAL FIELDWORK EXPERIENCES

For students:

- Provides opportunities for students to identify occupation, occupational performance and participation in real world context, as well as exploring the actual/potential occupational therapy role;
- Provides opportunity for development of specific skills and development needs;
- Provides different opportunities to develop confidence in core skills, such as problem-solving and the therapeutic use of activity within, or outside, traditional settings (Cooper & Raine, 2009, p. 417)
- Provides increased student resilience, autonomy, professional growth, and creativity (Bossers et al., 1997a)
- Provide experiences in roles that are different from traditional hierarchical settings (Bossers et al., 1997a)
- Provides increased learning about personal communication and reflection skills (Thew et al., 2008)

For the fieldwork provider:

- Students become valued team members and as such, provide short term, consistent input as well as demonstrating the benefits of occupational therapy; students may also advance/ leave project work that continues to benefit the organization (Bossers et al., 1997b);
- Students and educators can offer additional skills and contributions including service provision, evaluation methods and education (Cooper & Raine, 2009; Wilkins & Jung, 2001);

- Increased partnership with universities and increased opportunities to enhance evidence-based practice (Cooper & Raine, 2009; Jung, Solomon & Cole, 2005);
- Staff have an increased understanding of the occupational therapy role in the setting and there is a potential to create future employment opportunities (Jung, Solomon & Cole, 2005).

For the profession:

- Advancement of the profession into new practice areas (Cooper & Raine, 2009);
- Increased awareness of OT role and potential to others (Bossers et al., 1997a).

1.2.2 CHALLENGES OF LONGITUDINAL FIELDWORK EXPERIENCE

For students:

- Less direct contact with occupational therapy (Jung, Solomon, Cole, 2005; Thew et al., 2008); can feel isolated or overwhelmed by role ambiguity and need to define OT role (Cooper & Raine, 2009)
- Concerns about not being able to learn what is perceived to be "traditional" skills in the profession (Jung, Solomon & Cole, 2005)
- Potential for students to become an additional staff member; assertiveness needed to ensure a focus on occupation (Cooper & Raine, 2009) and development of student needs
- Concerns about their understanding of the professional role in the non-traditional settings (Bilics, LaMothe & Murphy, 2002)

For the profession:

- Can be demanding on professional practice time and resources (Cooper & Raine, 2009) including tasks such as arranging contracts/agreements with the site (Jung, Solomon & Cole, 2005)
- Access to registered occupational therapists who can provide off-site supervision and support to students based on their expertise and comfort with this role (Jung, Solomon & Cole, 2005)

1.3 STRATEGIES FOR SUCCESSFUL LONGITUDINAL FIELDWORK EXPERIENCES

The evidence suggests several **key strategies** that students can utilise for success in the LFE, which might include:

- Focusing initially on rapport building and establishing relationships with clients and other staff members. Don't wait to be approached - be friendly, outgoing and take initiative to learn more about others. Participate in activities and events available at the facility even if it is just coffee or lunch breaks.
- Consider how information is shared in the practice setting and what strategies can be used to enhance communication with others.
- Showing empathy for clients and their particular needs.

In addition, students need to:

- Be mindful that it can take time to fit into an established culture and environment (Letts, Davis, Richardson, Edwards, Baptiste, & Law, 2006).
- In most instances, students will be paired on a LFE to enable peer support and shared problem-solving.

1.4 CONGRUENCE WITH THE PROGRAMME PHILOSOPHY

The central purpose of the BHSc(OT) programme is to prepare occupational therapists, who possess the requisite knowledge, skills and professional behaviours to practice in the emerging realities of the current health, education and social service systems for registration in Aotearoa New Zealand. Furthermore, graduates can engage in a broader societal context of rapid and constant change, within local, national and international communities. Graduates exit the BHSc(OT) programme with knowledge and understanding; inquiry, research and creativity skills and application; ethical and professional dispositions; communication; and personal and intellectual autonomy evidenced through the values of scholarship, professional and societal contribution, and lifelong learning.

Fieldwork education is an essential component of any occupational therapy professional education programme; students are required to complete a minimum of 1000 fieldwork hours, across a range of diverse settings (Thew et al., 2011) and as such, AUT cannot offer an occupational therapy programme without our provider partners. We are incredibly appreciative of their support. Fieldwork is a collaborative process that involves a variety of supervised field experiences related to the practice of occupational therapy. The aim is the integration of theory to practice of the three learning domains - knowledge, skills, and attitudes - as well as the development of clinical reasoning and professional identity.

Despite recognition of the essential need for fieldwork opportunities to develop professional competence, over the last decade it has become increasingly difficult to secure student fieldwork placements (Bossers et al., 1997a; Huddleston, 1999), and more specifically block placements. This need for quality learning experiences coupled with changes in the philosophy of our profession (such as an increased shift to community, consultation models and population-based service delivery; Barker Dunbar et al., 2002; Jung, Solomon & Cole, 2005) and a move from medical to community-based practice (Cooper & Raine, 2009) has necessitated the exploration and development of relationships with a diverse range of community partners, and the development of innovative learning opportunities and experiences for our students.

Our beliefs about the power of occupation and occupational therapy, service, action and social learning, and self-directed learning provide the pedagogical framework for the programme and LFE learning process. To enter practice, occupational therapists require development of a specialized knowledge of occupational therapy including an understanding of the meaning and value of occupation within a range of diverse settings and contexts. They also require knowledge of the humanities and the basic and applied sciences, including the biomedical sciences, behavioural sciences, and social sciences. Occupational therapists require a set of generic skills and behaviours (e.g., teamwork, communication, information management, critical appraisal, critical thinking, clinical reasoning, and ethical decision-making) in addition to specific occupational therapy skills. The longitudinal fieldwork experiences offer students the opportunity to advance these skills in Year Two, in the context of building relationships and collaborating with health, social care, and community organisations to explore the 'added value' that occupation, and occupational therapy, has in these settings. Students will achieve an understanding of the influence of family, society, culture and environment as they explore the concepts of occupation and health across the lifespan and within the context of client-centred practice.

The structure of the programme is a spiral curriculum that draws together:

Year One	Year Two	Year Three
A focus on foundational knowledge (core papers for health and social care) and understanding occupation in the context of the self	A focus on consolidation of the occupational therapy process and role, in the context of working with others (as individuals) and community, and influencing change	A focus on development of specialist practice skills and knowledge, in the context of the broader societal influences to health and social care, and occupational therapy practice.
Short fieldwork placement at the end of S2	LFE (One day/week across S1 and S2)	Two block placements in S2

Year Two Courses: Overview

Within Year Two, the semester one (S1) and semester two (S2) LFE are INTEGRATED in one of the five Enabling papers; in S1, the hours sit in OCTY604 (Creating Enabling Environments) and in S2, OCTY605 (Enabling Occupation for Groups).

In Semester One, OCTY604 (Creating Enabling Environments) explores the influence of the environment on the physical, affective and cognitive aspects of occupation. Environmental barriers to occupational performance and participation are discussed, with occupational therapy approaches for creating enabling environments, and interventions for socio-cultural change and institutional change for a specific environment included.

In Semester Two, OCTY605 (Enabling Occupation for Groups) provides an opportunity for students to explore similarities and differences between personal and professional teams and groups through group work theory; analysis of group process and content; application of specific intervention approaches in groups; planning group interventions; leadership skills for groups; analysis and implementation of occupation in groups; evaluation of occupation in groups; and understanding how groups are used to fulfil occupational performance needs and goals.

Students will engage in weekly supervision with a registered Occupational Therapist/Clinical Educator. They will also have worksheets and reflections to complete, drawing on their LFE experiences. These worksheets will be submitted to the Clinical Educator.

LFE Aims

- To enable students to gradually become familiar with a service/setting, and to explore potential ways to collaborate with that service on ways that they can contribute to their community;
- To provide university-based learning that complements the LFE;
- To explore and share experiences with peers and university staff via classroom activities and clinical education/supervision;
- To identify and develop resources that support both the service and the student's learning goals;
- To provide opportunities for any challenges/issues to be identified and addressed without significant impact on the LFE; and
- To facilitate reflective and self-directed learning.

1.5 A NOTE ABOUT ASSESSMENT

While the LFE takes place outside the classroom, the LFE is integrated within papers in the degree, and as such, there is no designated fieldwork assessment.

The worksheets and reflections cover a range of topics including the health and social care context; service analysis; occupational issues. The reflections guide the students to explore their own values and attitudes; understanding a specific event or experience; and understanding an experience from the perspective of another person.

***** Students need to ensure confidentiality by:**

- Identifying who will see the worksheets
- Identifying where the worksheets will be securely kept
- Being respectful of the content
- Not using ANY information that identifies clients in worksheets or reflections (use pseudonym if needed)

Expectations:

- Students **MUST** complete all the worksheets
- Students are expected to book in and attend ONE, one-hour supervision group with the AUT Clinical Educator (online) each week that they are not on LFE (also on Wednesday)
- Reflective logs need to be completed and signed off each week by the AUT Clinical Educator
- The onsite supervisor must sign-off the student's timesheet to account for their onsite hours (Appendix B)

1.6 ABSENCE FROM LFE/FIELDWORK DAY

Absence from the fieldwork day should be for health or close family bereavement reasons only.

Any personal appointments must be scheduled so as not to interfere with the fieldwork experience day.

If student's need to be absent from the fieldwork day, please note that documentary evidence will be required. This need needs to be supplied to the Fieldwork Administrator (otplaceme@aut.ac.nz), and copied to the AUT Practicum Leader.

The student should discuss the preferred means of communicating with the onsite supervisor (i.e., via phone or email). In the event of absence from placement students **MUST** contact the onsite supervisor, AND email the Fieldwork Administrator (otplaceme@aut.ac.nz). This is to allow rescheduling of planned activities, and support planning for the student's return. All absences also need to be recorded by the onsite supervisor in the timesheet.

It is important that students communicate directly with the onsite supervisor, either via telephone or email. **DO NOT:**

- leave a voice message on a department/generic phone, as this may not reach the Onsite Supervisor in a timely manner.
- ask other students, parents or other family to give messages regarding their absence, unless they are unable to due to significant injury, illness or bereavement.

In the event of an absence from placement, the AUT Practicum Leader will need to ensure that an appropriate plan is implemented for completing the required hours. If students are unable to

attend the LFE for several days/weeks, they will be required to apply for an extension and complete the fieldwork hours at an alternative time.

A Note About Covid-19

Students and onsite supervisors should be prepared for possible changes to LFE due to potential Covid-19 disruptions.

If a student is unwell and/or exhibits any Covid-19 symptoms, they should not attend placement. If a student tests positive for Covid-19 or they are a household contact of confirmed case, they must follow the appropriate guidelines set out by the Ministry of Health (<https://covid19.govt.nz/isolation-and-care/if-you-have-covid-19/>). In this instance, please contact the onsite supervisor immediately via phone and email the AUT Practicum Leader.

The onsite supervisor should provide students with the organisation's Covid-19 protocols and policies prior to the LFE start date. Students are responsible for familiarising themselves with this information and must abide by the protocols (including mask wearing, effective hygiene, physical distancing, and rapid antigen testing in certain settings). Students must also be informed of the steps that should be taken in case of an exposure event.

If students are unable to attend placement on a particular day due to Covid-19 disruptions, it would be helpful to discuss what other options are available to them. Forward planning is recommended. The onsite supervisor may be able to include students in telehealth sessions with clients and/or allocate a project for students to engage in from home. **Any student project(s) MUST include a component of interacting with people/clients.** Alternatively, students may negotiate another date and time to make up the hours missed.

SECTION TWO: ROLES AND RESPONSIBILITIES

For any fieldwork experience to be successful, a mutual understanding of responsibilities is necessary.

1. AUT RESPONSIBILITIES

1.1. Before fieldwork (Clearance)

1. At enrolment into the University/programme, all students complete **Police Clearance**, and clearance requirements under the Vulnerable Children's Act (which includes reference checks).
2. **Immunisation screening:** Students have been screened and cleared for fieldwork regarding immunisation status.
3. **Students' Fitness to Practise:** Through an internal AUT screening process, the AUT Practicum Leader identifies students who have potential support needs issues they may face while on fieldwork. Specific support needs are discussed, and students will be encouraged to discuss these with their Onsite Supervisor prior to beginning their fieldwork.

Please note: Students cannot be allocated to fieldwork if they are not cleared for fieldwork.

4. Fieldwork planning: Forms and processes:

Individual fieldwork providers	
Offers of fieldwork	Individual fieldwork providers can contact the AUT Practicum Leader directly to make offers
Contracts and Confirmation	Coordinated by Fieldwork Administrator
Site Profile information	Students will contact the Onsite Coordinator directly once allocations have been finalised

5. **Student allocation:** Prior to the commencement of the LFE, AUT will allocate students to an LFE provider. AUT will try to allocate students to providers within reasonable distance from the students' residential address.

6. **Student preparation workshops:** In preparation for commencement of the LFE, students must attend an online workshop to support orientation to the aims of the LFE, finalise allocations, and advance contact with the LFE provider.

1.2 During fieldwork

Specific areas of support:

1. **Fieldwork problem-solving process:** **If there are any significant concerns regarding the student's performance or progress on fieldwork, please contact the AUT Practicum Leader directly.** A collaborative and appropriate plan to support the student and Onsite Supervisor will ensure a constructive and positive outcome is reached.
2. **Clinical Supervision/Education:** During the fieldwork experience, students are required to book themselves in small group clinical supervision/education with an AUT Clinical Educator, who is a registered occupational therapist. These sessions aim to provide a formal opportunity for students to address/resolve any issues/challenges experienced on the LFE; reflect on their LFE experiences; and plan for the week ahead.
3. **AUT Support:** All students have access to AUT Student support services, including Student Advisors, Student Health and Counselling Services. Students are encouraged to contact them if they require their assistance whilst on fieldwork. They can be contacted on (09) 9219998. Alternatively, students can contact the AUT student helpdesk on (09) 9219953.

1.3. After fieldwork

1. **Debrief:** A debrief workshop is scheduled for students at the end of each semester, in order to provide an opportunity for them to reflect on their experiences and provide feedback.
2. **Individual follow-up:** Individual follow-up after fieldwork, for support or debriefing, can be initiated by a student, the Onsite Supervisor, or the AUT Clinical Educator.

2. ONSITE SUPERVISOR RESPONSIBILITIES

2.1. Before the LFE

For the successful outcome of a fieldwork experience it is important that the Onsite Supervisor, and the fieldwork provider, feel prepared for welcoming and supporting a student. These guidelines aim to alleviate any concerns that providers and staff may have, and you are also encouraged to direct any questions or concerns you have to the AUT Practicum Leader, or Head of Department. A copy of the organisation's Covid-19 protocols and policies must be emailed to students prior to their start date.

2.2. During fieldwork

The Onsite Supervisor needs to be prepared to offer student/s clear expectations related to the fieldwork experience; day-to-day oversight and support; and management of the fieldwork administrative requirements.

Onsite supervisory responsibilities include, but are not limited to the following:

1. **Orientation:** Typically, the Onsite Supervisor/s will be responsible for introducing student(s) to appropriate personnel within the work setting and provide a full orientation to the service area. We would suggest that providers arrange to meet all student/s allocated to their service for orientation of the first day, before allocating them to individual services. An orientation checklist is included as Appendix A.
2. **Fieldwork expectations:** The Onsite Supervisor needs to ensure that the LFE expectations are clear, appropriate to the student's level of knowledge and experience in the context of the service, and discussed in detail, e.g. ensure the student knows the expected standards of personal presentation and behaviour within the setting. It may be useful to have these written down (e.g. in a student information folder).

Administrative responsibilities

These include, but are not limited to the following:

1. **Documentation of fieldwork hours:** Ensure that any absences are recorded on the students hours form provided at the back of the LFE workbook and **sign-off** at the end of the fieldwork. Students are expected to complete at least 8 fieldwork hours per week. Fieldwork start and finish times are to be discussed and/or negotiated with the student. An example of the hours summary form is included as Appendix B.
2. **Absence from fieldwork:** The process for reporting an absence from fieldwork is outlined above.
3. **Concerns:** If an Onsite Supervisor has ANY concerns regarding a student's progress or performance, this needs to be discussed with the student as soon as possible, before contacting the AUT Practicum Leader (as applicable).
4. Work with the AUT Practicum Leader (as applicable) to develop and improve systems related to fieldwork education.

3. CLINICAL EDUCATOR RESPONSIBILITIES

3. The AUT Clinical Educator is responsible for providing regular student supervision, support and feedback, which will include meeting with a small group of students weekly (online) to review performance and provide guidance. This process could include:
 - Exploring a student's understanding around justification relating to decision making.
 - Encouraging a student's self-assessment and reflection.
 - Encouraging a student to reflect on their own development and learning experiences, by monitoring and discussing (at least) one of the student's written reflections each week.
 - Ensuring student's identify appropriate learning objectives each week and assist them to set appropriate action plans to meet their learning objectives for the LFE.
 - Facilitate peer-led problem-based support of students, where students are encouraged to research information and share solutions with their peers.
 - Regular review and discussion on the workbook content

Where a student raises concerns about an experience on LFE, the Clinical Educator will contact the AUT Practicum Leader for guidance and advice. If required/appropriate the AUT Practicum Leader will follow up with the LFE provider and/or the student.

4. STUDENTS' RESPONSIBILITIES

4.1 Before fieldwork

1. **Driver's License:** In order to ensure that all students can be placed in a variety of learning opportunities, students are **strongly advised** to have a FULL driver's license by the start of Practicum 1 (Year One).
2. **Employment during fieldwork:** As attendance on the LFE is compulsory, students must plan to be free from work commitments during the fieldwork day.
3. **Immunisations:** Students must take responsibility to ensure that all immunisation screening requirements are completed in accordance with AUT procedures. This includes Covid-19 vaccinations. All immunisation information is included in the information pack at the start of the programme. Contact immunisations@aut.ac.nz for any additional questions.
4. **Students' Fitness to Practise:** All students will participate in an internal AUT screening process in order to ensure that any known support needs are identified and discussed. It is the student's responsibility to declare any issues that may impact on their performance on fieldwork. Following discussion with the AUT Practicum Leader, a meeting with the onsite supervisor may be organised, with the student's consent, to discuss their specific support needs so that appropriate supports can be provided.
5. **Introductions:**
 - (a) Once allocation has been completed, students must email the LFE Onsite Supervisor to introduce themselves, and attach a copy of your CV. This email may also discuss reporting time/place on first day, any requirements to drive vehicles, parking information, pre-fieldwork readings, the client group and primary conditions, practice and assessments used, and any specific learning opportunities.
6. **Contact details:** Ensure that contact details are up to date on Arion. Please note, contact details will be shared with the Onsite Supervisor/provider as part of the allocation process.
7. **Confidentiality:** All students sign a confidentiality agreement that covers them for the duration of their enrolment, and they are advised to retain a copy of this for their own records. Please feel free to print another copy if required. Students can also sign additional consent forms, if required by the provider.
8. Ensure that the standard of dress on fieldwork complies with AUT and fieldwork requirements.

Standard of dress

Professional standard: The occupational therapy student uniform must be worn during fieldwork where this is indicated by the fieldwork provider. AUT student name badges must always be worn, unless otherwise indicated by the Onsite Supervisor.

If a uniform is not worn in the setting, a smart and professional standard of dress appropriate to the fieldwork area is required. Students should avoid wearing items of jewellery that may pose a danger to the client or themselves (e.g. dangly earrings or rings), or clothes that one can "see through, up or down".

3.2. During fieldwork

Students are expected to work with Onsite Supervisor to ensure compliance with fieldwork requirements. The responsibilities of the student include:

1. **Working relationship:** Develop an effective working relationship with their Onsite Supervisor and other staff within the service.
2. **Hours of work while on fieldwork:** Students are expected to complete (at least) 8 fieldwork hours per week. Start and finish times are to be negotiated with the Onsite Supervisor.

3. **Orientation:** Actively become orientated to the fieldwork setting, by identifying routines, general protocols and discussing expectations (the Onsite Supervisor's, the student's and the organisations).
4. **Feedback:** Seek specific and concrete feedback, both confirming and constructive from the supervisor and other colleagues throughout the fieldwork. Discuss when, where and how feedback is preferred.
5. **Linking theory with practice:** Practise what has been learned in theory and be open to learning new approaches; see every situation as a learning opportunity.
6. **Site policies:** Comply with all policies and procedures of the fieldwork site, including prompt and appropriate notification of absences (see page.
7. **Time management:** Complete all duties and tasks given by the supervisor within the timeframe specified. If problems arise with this, they need to be brought up with the Onsite Supervisor.
8. **Challenges on fieldwork:** Challenges on fieldwork may be first identified and experienced by a student when receiving feedback that the expected level of performance and progress not being met. Students are encouraged to make time with the AUT Clinical Educator, or the AUT Practicum Leader, in order to assist with identifying strategies to improve performance and ways to resolve the concerns/difficulties in a timely manner.

Student feedback on fieldwork experience:

- Students will have opportunity to provide feedback on the LFE during a fieldwork de-brief workshop.
- Fieldwork provider organisations may request feedback from students about their fieldwork experience as well, for fieldwork development purposes.

Student projects:

Students may be asked by the onsite supervisor to complete a project whilst on fieldwork. The size of the project should be manageable within the duration of the fieldwork. **Any student projects MUST include a component of interacting with people/clients.**

Professional behaviour:

All students must maintain a professional standard of behaviour in accordance with the New Zealand Occupational Therapy Board Code of Ethics (Refer to www.otboard.org.nz & 'Publications' for details).

Unacceptable behaviour or misconduct in relation to AUT regulations or normal fieldwork provider disciplinary protocols may jeopardise the student's eligibility to complete the programme.

Students who have concerns are encouraged to discuss these with the Onsite Supervisor and/or AUT Clinical Educator in the first instance and contact the AUT Practicum Leader if required. Students are also welcome to directly contact the AUT Practicum Leader if they feel this is needed, without reproach.

Any serious error or incident (e.g. a fall) must be reported to the AUT Practicum Leader.

3.3 At the end of Fieldwork

Participate in fieldwork de-brief.

SECTION THREE: WORKING INDEPENDENTLY ON FIELDWORK

Over the course of the BHSc(OT) programme, students develop skills such as problem-solving and critical thinking, self-direction and autonomy. These, together with increasing content and procedural knowledge, prepare students for competent entry-level professional practice. Clinical education, through fieldwork in a variety of settings, offers students experiential learning opportunities in which academic learning can be integrated. At each progressive level of fieldwork experience, the expectations for the student increase.

In the first fieldwork experience in Year One, students may shadow an occupational therapist and may take on direct and indirect activities with clients that are deemed to be appropriate for the specific setting and the student. Throughout all fieldwork experiences however, even those in which there is a greater level of supervision required, students can and should be involved in multiple independent activities which will enhance learning and provide valuable contributions to the setting where they are placed. These important supporting activities can be planned and conducted by the students themselves, as negotiated and agreed upon with the supervisor. Such activities are considered fieldwork hours. Having dedicated time to learn is essential in supporting the development of knowledge and skills necessary for the provision of service to clients.

The following are examples of independent activities students may engage in at times where direct activities with clients are not occurring:

- Planning and preparation for upcoming days or weeks in fieldwork
- Accessing literature/information about clients, diagnoses, assessment and treatment
- Group or individual intervention planning
- Preparing/reviewing/synthesizing client information into reports
- Practice of documentation skills
- Preparation resources to support/advance the work of the organisation
- Preparation of educational materials to support/advance intervention and client recommendations
- Summaries and critical appraisals of evidence and literature related to identified practice area topics
- In-service preparation for delivery to staff (including, but not limited to client case studies, standardized assessment tools, intervention strategies)
- Marketing of innovations through development or revision of brochures and visual materials
- Site visits to related organisations, clinics, clinicians
- Collaboration with support personnel
- Collaborating with others in the same organisation
- Practicing clinical interviewing skills
- Contact and resource lists relevant to particular client populations
- Special projects (Organisations are encouraged to develop a list of research questions and project outlines)

In identifying other activities that may be viable for students to undertake, activities should:

- Provide an opportunity for students to develop their competence in occupational therapy practice;
- Increase the quality and efficiency of client assessment, intervention, service; and
- Improve communication or the translation of knowledge between clinician and client, intra- and inter-professionally, and from a systems perspective

KEYS TO SUCCESS IN LONGITUDINAL FIELDWORK EXPERIENCES	
<i>Potential Challenge</i>	<i>Strategies for Success</i>
Potential ambiguity/uncertainty of occupational therapy role since the fieldwork setting may not have an established OT role or programme	<ul style="list-style-type: none"> – Seek information, research experiences and the needs of the type of clients to be encountered before and during the LFE – Prioritize time spent with Onsite Supervisor to allow clarification of the expectations of the LFE – Use content learned from coursework to understand link to occupation and addressing the occupational needs of current clients – Recognise and use theoretical frameworks to guide therapeutic processes – Recognise that feelings of ambiguity will exist and that is “normal”; remember that you are not expected to know all the answers. The LFE is a learning opportunity. Embrace it! – Use the workbook to document and explore issues/challenges – Recruit allies who may also be of help – Onsite staff and Clinical Educator can promote learning by asking students to clearly articulate theories and rationale
Reduced physical access to the occupational therapy clinical educator	<ul style="list-style-type: none"> – Collaborate with other resource people (e.g. other health care providers, faculty, family) – Negotiate a clear communication system with Onsite Supervisor and clinical educator – Use time when not with Onsite Supervisor/Clinical Educator to prioritize learning needs and potential questions you would like to ask – Consider reviewing weekly plans at the start of the week with the Onsite Supervisor and then “checking in” with the clinical educator regarding what was completed, challenges in doing so and then activities to carry over into next week – Clearly name identify your learning needs so that the clinical educator can recommend appropriate resources or strategies – Use your strengths (i.e. accessing literature and research to address questions) – Identify and utilise other occupational therapists or OT students as resources if needed – Consider and use other health care providers or the on-site supervisor – Provide thoughtful and appropriate feedback to help ensure your learning needs are met
Accountability for own actions	<ul style="list-style-type: none"> – Complete the workbook and the required reflections – Develop and document an organised schedule of activities – View yourself as an extension of the University and the clinical educator and represent both yourself and our professionalism and credibility – Recognize and exploit the opportunity to leave a lasting impact as an ambassador for the profession; feel empowered by the opportunity to develop an occupational focus and perspective
Uncertainty around learning experiences	<ul style="list-style-type: none"> – View fieldwork learning as a continuum, that each setting provides unique opportunities to learn – View of self as change agent; recognize and embrace the opportunity to leave a lasting impact as an ambassador for the profession – Seek information; research the practice area, setting and/or experiences and needs of the type of clients to be encountered prior to the start of fieldwork. – Identify and use personal supports who will help you to achieve and maintain confidence in times of uncertainty

Lack of clearly defined roles can create challenges establishing boundaries	<ul style="list-style-type: none">- Ensure student/s, clinical educator, and on-site supervisor clarify roles and expectations in the student orientation- Be assertive in identifying your own learning needs and negotiating limits if needed (e.g. If you are being asked to do too much assisting other staff, help during busy times but be sure to also address your own learning)- Recognize learning and rapport building opportunities that can occur- Seek advice and support from one another, and others, about establishing boundaries
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APPENDIX A: ORIENTATION CHECKLIST

Introduction to the site/organisation	
	Philosophy, function, staffing, history.
Confidentiality	
	Explain how this is maintained in your facility.
Basic safety and prevention of accidents to self and clients	
	Health & Safety Policy.
	Maintaining boundaries with clients.
Security	
	Discuss responsibilities if students are last to leave in the afternoon (e.g. switching off heaters and lights, locking all windows and doors).
	Fire evacuation procedures.
Housekeeping	
	Use of organisational vehicles
	Toilets
	Lunch areas
	Tea breaks
	Tea/coffee – mugs
	Desk area
	Stationery
	Keys
	Lockers
	Computers (e.g. email and internet use)
Telephones	
	Discuss how to make and receive telephone calls professionally.
	Explain how to make internal/external calls; show directories.
	Discuss protocol and rules regarding personal calls.
	Taking messages.
Sickness	
	Advise students who to contact if they are unable to attend the placement. It may be useful to have the students contact details in case of an emergency.
Facilities Available	
	Location of cafeteria/banking facilities/shops/kiosk
	Advise students where to park their vehicles during the day while on placement.
	Discuss available public transport.
Student Profile	
	Student objectives for the placement.
	Do they have an evening job, family commitments or a long way to come in the morning to your centre? This is important to consider if students are required to start early/stay later in the afternoon
Supervisor Profile	
	Any relevant information (e.g. professional association responsibilities, continuing education activities).
Visits	
	Students may be involved in visits to other areas/services – advise students of the expectations around arranging visits/liaison with Onsite Supervisor regarding whereabouts.
Debriefing	
	Outline the process to follow for any situations that are unpleasant/disturbing/unexpected (e.g. internal politics or conflicts; inappropriate, abusive, or aggressive patients; unpleasant smells or sights)
Documentation and report writing	
	Explain the guidelines used for your organisation
	Provide details of common abbreviations found in the client records used at your site.

	Organisation/service policy on recording in client's notes.	
Data		
	Outline service policy/method for collecting statistics/data, and the student's responsibility in this.	

Adapted from: MacRae, A., Hanrahan, M., & Barrett, P. (1991). *Preparing for and Managing Fieldwork Placements*. Cumberland College of Health Sciences: Lidcombe.

APPENDIX B: STUDENT HOURS (Exemplar)

Name of Student Year 2 BHSc (Ot) Student

Student Id Expected total hours = 60

Placement Provider

For the purposes of recording student hours, it is assumed the student *will* complete 60 hours. However, if the student is absent at any stage, and/or completes extra hours, please record this below.

NOTES:

1. Do not include lunch-break each day in total hours.
2. Parts of hours are calculated by rounding, ie minutes within the 1st half-hour are rounded back to the hour. Minutes past the 1st half-hour are rounded forward to the next hour.

Absence Date/s: (eg 03/03/15-15/03/15)	Reason (eg sick/medical appointment etc): (visible area only available for use.)	Hours: (to be deducted)
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
Total absent hours:		<input type="text"/>

Date/s extra hours completed:	Location hours completed: (eg Orthopaedics/self-study. Visible area only available for use.)	Hours: (to be added)
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
Total extra hours:		<input type="text"/>

TOTAL HOURS COMPLETED ON PLACEMENT =
Total expected hours 60 – total absent hour + total extra hours

I/we certify the 'total hours completed on placement' shown above is correct:

Supervisor/s Signature: Enter primary & other Supervisor/s name/s.)

Date:

STUDENTS: Please submit A completed COPY of this form to otplaceme@aut.ac.nz