



NAU MAI, HAERE MAI!

**PLEASE ENTER YOUR FULL NAME, DEPARTMENT AND
ORGANIZATION IN THE CHAT BOX**



SUPPORTING REMOTE LEARNING

Lemisio Andy | Clinical Centre Leader, Counties Manukau Health
Zainab Badat | Practicum Leader, AUT

- Remote learning in the context of fieldwork
(when is it useful?)
- Benefits and challenges to remote learning
- Strategies for FWEs
- Structuring tasks
- Support networks

Learning Objectives

What is Fieldwork?

Fieldwork refers to the time students spend interpreting specific **person-occupation-environment relationships** and their relationship to health and well-being;

Establishing, and evaluating **therapeutic and professional relationships**;

Implementing an **occupational therapy process** (or some aspect of it);

Demonstrating **professional reasoning and behaviours**;

And generating or using knowledge of the contexts of professional practice with or for **real live people**.

This definition aligns with the fieldwork objectives discussed in workshop 1

Indicators of a Positive Placement Experience

- Comprehensive supervision,
- Availability of educators,
- Managing student expectations prior to placement,
- The ability to link theory with practice,
- Observing progress in clients,
- Building good rapport by communicating openly
- Recognizing the client as the most important part of the occupational therapy process

(Tomsic et al., 2020)

"It provides a **temporary** feasible alternative for education practitioners to perform instruction and provide students with necessary instructional support."

(Hodges et al., 2020).

The overall aim is to minimise placement disruption as far as possible, by ensuring continuity of learning if a student is unable to be onsite.

RL is an adjunct to placement, not a replacement!

RL should only be considered in exceptional circumstances.

What is Remote Learning (RL)?

Benefits to RL

Understand the current scope of occupational therapy telehealth practice

Increased time for reflection and consolidation of learning experiences

Flexible supervision arrangement

Promotes autonomy

Reduced expenses

Opportunity to develop new initiatives within a service

Identify effective ways for students to help support clinical practice

Challenges

For Fieldwork Educator

Placement structure cannot accommodate remote learning

Perceived as increased workload

Perceived lack of support (limited resources and/or training)

Identifying types of clients who would benefit from telehealth

Expectations of student

For Student

Difficulties adjusting to a new learning style

Limited resources (e.g. internet access)

Stress and anxiety around the assessment and FW hours

Lack of structure and/or inconsistent communication with FWE

Conflict with home responsibilities and/or learning environment

Unfamiliarity with telehealth delivery

Expectations of FWE

Setting up for Success: Strategies for FWEs

- Having conversation about RL at the start of the placement and when it might be required
- Understanding own service procedures and standards of practice
- Staying connected with other FWEs and CCLs
- Consider a shared supervision platform if 2 or more students are engaged in remote learning
- Students and FWEs should be familiar with the OTBNZ Telehealth Guidelines: (<https://www.otboard.org.nz/document/4835/Telehealth-guidelines-Final.pdf>)
- Students and FWEs must be familiar with the AUT Guidelines and Assessment Criteria

- Consider what stage of the placement the student is at
- Be clear about what evidence of student learning will be required upon completion of the task provided.
- Set clear aims and objectives for the RL task
- Having a mutual understanding of the OT competency and/or performance indicator that is being addressed will be key: **the task must clearly link to a performance indicator in the Fieldwork Assessment Booklet**

Example

Competency and performance indicator(s): Competency 1 (Applying whakaora ngangahau occupational therapy knowledge, skills and values), performance indicator 1.6 (You use current theory and evidence to make decisions in your practice)

Task description: Complete your fourth treatment session plan for patient X, including a paragraph about the frames of reference(s) and model(s) that you will use to justify your chosen activity

Aims/objectives: Show an understanding of the relevant frames of references and models, and how these influence your treatment plan and goals with patient X

Evidence to submit: 2-page treatment plan including a paragraph with the justification

Due date: XX

Assessing RL Tasks

Supporting FWEs Through This Process

Student

Clear understanding of expectations

Be organised and proactive

Keep a detailed record of evidence of learning

Reach out to FWE if needed

CCL

Create a platform for FWEs in similar settings to connect with one another

Support with student networking beyond student placement setting

Scheduling regular catch ups with FWEs in groups

Clarify whether a RL task is deemed as appropriate

AUT

Guidelines for Remote Learning: tool to support FWEs and students

Work with the student, FWE, and CCL should any challenges arise

FAQs

1. *Can RL count towards FW hours?*

- Yes! So long as the activities align with fieldwork definition and performance indicators

2. *Is there a minimum or maximum number of hours that a student can accumulate through RL?*

- There is no minimum requirement as it depends on the specific circumstances and what the service can accommodate
- **Students should not accumulate more hours than they typically would onsite (i.e. 8 hours)**

3. *What is a reasonable timeframe for RL?*

- **The duration of RL may not exceed 5 consecutive placement days.** This takes into consideration the 7-day isolation period for household contacts and/or positive Covid cases. If a student cannot resume placement after this period, please inform your CCL as soon as possible, this will be dealt with on a case-by-case basis in consultation with AUT

4. *What happens if a student is short on hours?*

- Student can negotiate with the FWE to make up the hours onsite in the remaining time they have on placement
- If the FWE is concerned that the student will not have the opportunity to demonstrate the performance indicators in the remaining time, they should **contact the CCL immediately**
- If a student has had several days off placement, and they have not been able to engage in RL, an extension may be negotiated to support the student in meeting the performance indicators

We encourage FWEs to use their own discretion. If you are unsure, please consult the CCL for your DHB.

Resources

- Calabrese, J. A., Coviello, J. M., Grasso, A. Y., Otchet, K. A., Pugh, E. A., Thomas, M., & Trivinia, B. (2021). Use of a Webinar to Assess Fieldwork Educator Readiness to Provide Occupational Therapy Services and Supervise Students Through Telehealth. *Journal of Occupational Therapy Education*, 5(2). <https://doi.org/10.26681/jote.2021.050212>
- Erwin E. Rotas, Michael B. Cahapay. (2020). Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis. *Asian Journal of Distance Education* Volume 15, Issue 2
- Gurayah T. (2021). Practice Learning for Occupational Therapy in a Time of the Global COVID 19 Pandemic. *International Journal of Practice-based Learning in Health and Social Care*. Vol. 9 No 2, pages 82-8
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *EDUCAUSE Review*. Retrieved from <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Tomsick, M. Gaolf, K. (2020). Students' Experiences of Practice Placement and Development of Competency: A Qualitative Study Among Slovenian Occupational Therapy Students, *International Journal of Innovation and Research in Educational Sciences*, Volume 7, Issue 3, ISSN (Online) : 2349–5219



GROUP ACTIVITY

Each group must choose 2 competencies with the attached performance indicators from the list below.

Brainstorm ideas of RL tasks that students could participate in, aligning with the chosen competency and performance indicator.

Competency	Performance Indicator
1. APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES	1.1 You apply an occupational perspective to your practice 1.6 You use current theory and evidence to make decisions in your practice
2. PRACTICING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND	2.1 You identify your own cultural values, beliefs, attitudes and assumptions 2.4 You understand that you have practice responsibilities and obligations under the Treaty of Waitangi/Te Tiriti o Waitangi
3. BUILDING RELATIONSHIPS AND COLLABORATING	3.4 You recognise the roles and responsibilities of other health and social care professionals.
4. PRACTICING IN A SAFE, ETHICAL, LEGAL AND CULTURALLY COMPETENT WAY	4.2 You recognise that there are legal, ethical, and cultural responsibilities regarding safety.
5. ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION	5.1 You reflect on your own competence, knowledge, skills and attitudes. 5.2 You identify your professional strengths and limitations, and determine actions for ongoing development

Please note that the competencies and performance indicators in the 2022 assessment booklet will only be updated in 2023