



SCHOOL OF  
OCCUPATIONAL THERAPY

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# Fieldwork Manual

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## Bachelor of Occupational Therapy

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OTAGO POLYTECHNIC 2017

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This manual relates to Fieldwork  
Placements for students completing the  
Bachelor of Occupational Therapy at Otago  
Polytechnic.

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# Introduction

This manual relates to all fieldwork placements.

Students and supervising occupational therapist will receive an additional Assessment Guide related to each individual placements.

The Assessment Guide contains:

- A copy of the assessment
- The learning tasks
- And any additional associated assessment/information (FW1, 2, 3, 4 and 5)

## Contact Information

Please contact the Fieldwork team if you have any questions

Free phone Number 0800 800 583

You will be assigned a member of the fieldwork team as your liaison person during each placement:

Narinder Verma fieldwork coordinator email [narinder.verma@op.ac.nz](mailto:narinder.verma@op.ac.nz), 03 972 7336 mobile no. 021 735 236.

Sarah Redfearn fieldwork lecturer, email [sarah.redfearn@op.ac.nz](mailto:sarah.redfearn@op.ac.nz), 03 479 3625 mobile no. 021 735 662.

Jenna Collie fieldwork lecturer, email [jenna.collie@op.ac.nz](mailto:jenna.collie@op.ac.nz) 03 479 3602

### Return all Assessments to:

Gail Morris fieldwork administrator, email [OTfieldwork@op.ac.nz](mailto:OTfieldwork@op.ac.nz), 0800 800 583

## Making Contact

Supervising occupational therapists will be contacted by the fieldwork lecturer for:

- Pre-placement group telephone conference
- Midway progress conversation
- If there are any concerns about the student or their performance

Supervising occupational therapists contact the fieldwork lecturer if:

- You have any queries or concerns about the student(s) or processes
- A student is struggling at any point in their fieldwork
- A student is at risk of failing

Occupational therapy students contact the fieldwork lecturer after discussions with your supervising occupational therapist if:

- You need additional support/advise while on fieldwork
- You feel you are at risk of failing
- You are absent for more than 3 days (ie bereavement/sickness)

# Timeline

<b><i>Before the placement</i></b>
Supervising occupational therapist completes the Placement Information Form
Supervising occupational therapist/DHB contact receives letter for Otago Polytechnic in accordance with the Vulnerable Children's Act indicating student status
Student undertakes MRSA testing if required.
Students given Placement Information Form <ul style="list-style-type: none"> <li>• Student undertakes the necessary preparation</li> <li>• Student writes to the supervising occupational therapist introducing themselves</li> </ul>
<b><i>During Placement</i></b>
Orientation – place, policies, procedures, H&S, legislation, confidentiality
Supervision - Set up weekly supervision times, discuss supervision model
Student shows and discusses learning objectives
Set learning objectives in accordance with learning needs
Weekly supervision occurs
Student and supervising occupational therapist undertake preparation for midway
Midway Assessment Completed
Student and supervising occupational therapist undertake preparation for final
Final Assessment completed
Student completes feedback for supervising occupational therapist (FW 4 & 6 only) and gives to supervisor, sending a copy to the fieldwork administrator
<b><i>After Placement</i></b>
Return of signed assessment to the fieldwork administrator – result processed by OP
Student completes feedback for supervising occupational therapist (FW1 & 3) - fieldwork administrator sends to supervising occupational therapist
Supervising occupational therapist sent general Fieldwork feedback

# Polices and Processes

## Hours of Work

The World Federation of Occupational Therapists requires occupational therapy students to complete no less than 1000 hours of clinical practice.

Placement No.	Hours per week	Weeks	Total
1 (Year One)	32	4	128
2 (Year One)	3.5	14	49
3 (Year Two)	40	7	280
4 (Year Three)	39	6	234
5 (Year Three)	35	2	70
6 (Year Three)	37.5 (final week 30.5)	8	293
			1054

The student is responsible for keeping a log of their hours. For each placement the supervising therapist must sign the log. Students may be required to do additional hours/places should absences from placement reduce their overall hours to less than 1000 hours. In all placements it is anticipated that students will have 4 hours of professional development per week.

## Student Sickness

Students must adhere to both Otago Polytechnic (OP) requirements and the workplace requirements in relation to sickness.

### ***School of Occupational Therapy Fieldwork Sickness Policy***

- Students must ring and let the supervising occupational therapist know they are off sick; this must be done each day they are off.
- They must provide the supervising occupational therapist with a medical certificate on day three.
- The student must notify the fieldwork team on day three and send through a copy of the medical certificate e.g. photograph/scan.
- The original medical certificate must be sent to the fieldwork team at the completion of the placement
- In circumstances where a student is off sick for more than 3 days the supervising occupational therapist and the fieldwork lecturer will assess the impact of this on the placement and ensure a plan is in place.

### ***Fitness to Practice***

In accordance with the Health Practitioners Competence Assurance Act all students have completed a declaration before they are able to go on placement. If this situation changes students must inform the supervising occupational therapist and the fieldwork lecturer. This will be reviewed and a plan put in place.

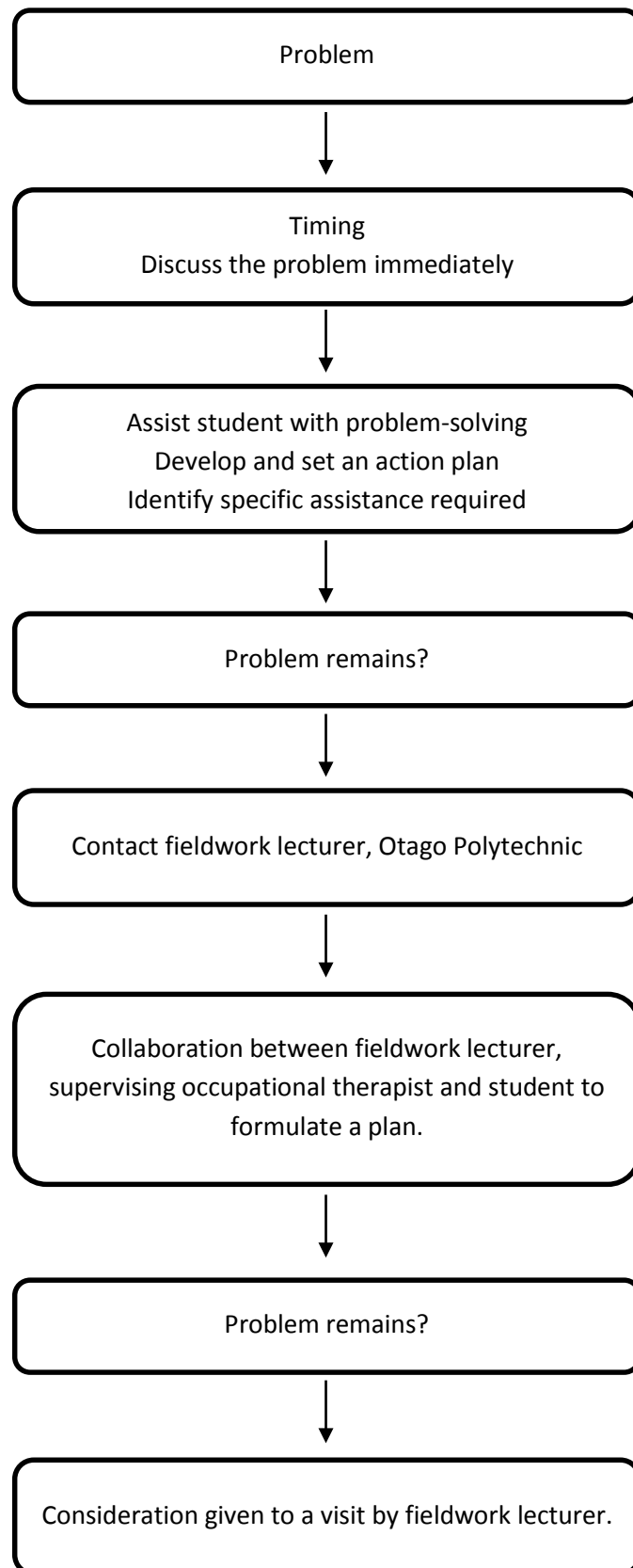
### ***Bereavement***

Students must notify the supervising occupational therapist and the fieldwork lecturer as soon as possible and a plan will be put in place.

Students will need to provide the fieldwork lecturer with evidence of the bereavement e.g. a clipping from a newspaper. This will be sent to the fieldwork team at the completion of the placement.



## Process to Follow if Problems Arise



# School of Occupational Therapy Programme Overview

An overview of the Bachelor of Occupational Therapy programme is provided below. This overview is provided to assist supervising occupational therapists to know what learning opportunities the student has had before the placement. Students are expected to draw on this learning in their fieldwork placement.

**Table 2: Programme Structure**

YEAR 1			
<i>Whole Year</i>			
<i>Course Name</i>			<i>Credits</i>
Person, Occupation, Environment and the Therapist's Toolkit			15
Professional Practice 1/Fieldwork 1			25
Human Occupation/Fieldwork 2			25
<i>Semester 1</i>		<i>Semester 2</i>	
<i>Course Name</i>	<i>Credits</i>	<i>Course Name</i>	<i>Credits</i>
Psychology and Inquiry for Occupational Therapy	15	Social Anthropology for Occupational Therapy	15
		Kinesiology and Ergonomics for Occupational Therapy	25
<b>Total Credits Year One</b>			<b>120</b>
YEAR 2			
<i>Whole Year</i>			
<i>Course</i>			<i>Credits</i>
Occupational Science			15
Integration of Practice			15
Professional Practice 2			35
Disability, Function and Occupation			15
Fieldwork 3			40
<b>Total Credits Year Two</b>			<b>120</b>
YEAR 3			
<i>Whole Year</i>			
<i>Course</i>			<i>Credits</i>
Professional Practice 3			20
Perspectives on Evidence in Practice			15
Community Practice/Fieldwork 5			20
Transition to Practice/Fieldwork 6			40
<i>Semester 1</i>			
<i>Course</i>			<i>Credits</i>
Fieldwork 4			25
<b>Total Credits Year Three</b>			<b>120</b>
<b>Total Credits for programme</b>			<b>360</b>

# Course Descriptors

## Year 1

### ***BT501002 Person, Occupation, Environment, and The Therapist's Toolkit (Poett)***

Introduces and consolidates students' understanding of the profession's beliefs about the centrality of occupation to human beings, through understanding the components of the occupation, person, and environment, and their interrelationships with each other. In order to plan interventions at the level of the person, occupation and environment, students will gain competence in the skill of analysis, a core skill of the occupational therapist, as well as knowledge of body systems using appropriate frameworks.

### ***BT502001 Professional Practice 1/Fieldwork 1***

Provides learning experiences through which the foundations for ongoing development of the knowledge, skills and behaviours required of the competent occupational therapist will be established. In engaging in the learning experience, the student will begin the process of being enculturated into the profession of occupational therapy, developing a sense of what it is to be an occupational therapist.

### ***BT503001 Human Occupation/Fieldwork 2***

Introduces students, through active engagement in a number of common occupations, to the core belief of the occupational therapy profession which is that humans are occupational beings. Students will examine their understandings of common human occupations as a basis for comprehending the scope of practice of an occupational therapist, which is to meet individual, group and population-based occupational needs.

### ***BT504001 Psychology and Inquiry for Occupational Therapy***

Provides students with an understanding of human functioning and knowledge of psychological theories that are relevant to the practice of occupational therapists. Students will be exposed to a range of research methods and their contribution to enquiry.

### ***BT505002 Social Anthropology for Occupational Therapy***

Introduces concepts of history, identity, culture and society and how these shape people's perspectives of health and disability in Aotearoa/New Zealand. Students will have the opportunity to use a range of analytical tools to understand people and their contexts.

### ***BT506002 Kinesiology and Ergonomics for Occupational Therapy***

Provides students with opportunities to extend their knowledge about the human body, in particular, the study of human movement (kinesiology). Additionally, student's knowledge of how to use the ergonomic principles to analyse the environment and impact on the human body will be extended.

## **Year 2**

### ***BT601001 Occupational Science***

Enables students to gain an understanding of the language, concepts and taxonomies present in the fields of occupational science and occupational therapy. Drawing from these understandings, students will have the opportunity to articulate and develop a framework of occupation focused practice.

### ***BT602001 Integration of Practice***

Ensures that students are able to use frameworks to guide their planning for the individuals, groups or populations they will serve as an occupational therapy student, and as an occupational therapist. Students will be introduced to the manner in which research evidence can be used to support their reasoning, balancing this with the influence of contextual factors.

### ***BT603001 Professional Practice 2***

Introduces students to a range of practice frameworks used by the occupational therapy profession; providing multiple opportunities for them to develop their capability in the core professional skills associated with each framework. By engaging in this course, students will continue to develop the knowledge and skills they require to competently implement the occupational therapy problem solving process.

### ***BT604001 Disability, Function and Occupation***

Continues to build students' understandings about structures and functions of body systems associated with health conditions, with particular emphasis placed on the relationship between human capacity and participation in occupation. Students will continue to develop skills in researching, critiquing and managing information about health conditions.

### ***BT605001 Fieldwork 3***

Supports students to continue to build competence in specified occupational therapy skills in a practice setting. As part of the learning experiences offered, students will have the opportunity to further their knowledge of themselves as self-directed learners, taking increasing responsibility to identify learning goals, and determining ways to ensure they can effectively manage their learning.

## **Year 3**

### ***BT704001 Fieldwork 4***

Provides an opportunity for students to further develop their competence in the required occupational therapy processes and related professional skills and behaviours. As part of the learning experience, students will become more aware that they are achieving their goal to be an occupational therapist.

### ***BT701001 Professional Practice 3***

Prepares students to practice in mental health, aged care, child and youth-based services, and neurology. Students will continue to add to the knowledge and skills they require to confidently and competently implement the occupational therapy problem solving process.

### ***BT702001 Perspectives on Evidence in Practice***

Develops students' abilities to recognise how sources of evidence inform professional judgement. This requires students to consider the meaning of evidence, and how different types contribute to an individual's reasoning. The course will extend students' abilities to think critically about the quality of OT practice.

### ***BT703001 Community Practice/Fieldwork 5***

Facilitates students' understanding of how occupational therapy is provided at agency, community or population levels using strategies designed to facilitate occupational engagement. Students will continue to develop their understandings of the profession's domain of concern being that of meeting the occupational needs of mankind.

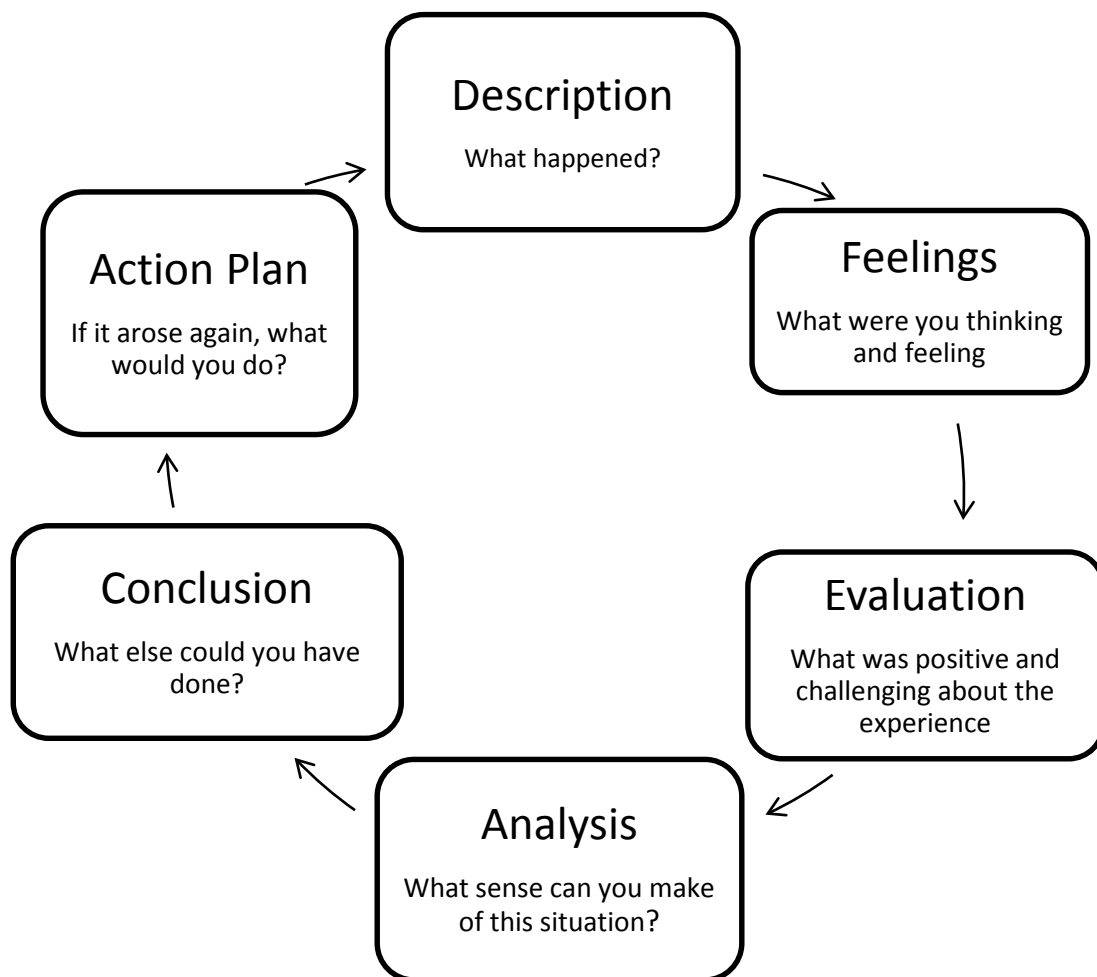
### ***BT705001 Transition to Practice/Fieldwork 6***

Ensures that each student is well prepared to join the community of occupational therapy practitioners as an entry-level occupational therapist, eligible to apply for their initial Annual Practicing Certificate.

## Resources

### Reflection

Being a reflective practitioner is essential in occupational therapy practice. Student will use a model of reflection during their placement (Gibbs Model of reflection or a similar model). Reflections should be utilised in supervision (oral reflection). Students are also encouraged to use a reflective journal (written reflection). Both forms of reflection will provide evidence for the midway and final assessments.



## Supervision

Supervision enables students to:

- Receive support, positive reinforcement and feedback
- Build skills in being a reflective practitioner
- Gain a better understanding of their clients
- Analyse their Occupational therapy interventions and the consequences of these
- Understand the dynamics of their interaction with clients, peers, team members and others and to explore how to best work with others
- Identify and acknowledge their learning and develop skills as a self-directed learner
- Discuss any ethical dilemmas that may arise.

It is expected that students will lead supervision, they will ensure:

- a supervision contract is completed
- an agenda is set
- they come to supervision prepared (reflective practice)
- they implement any plans discussed in supervision and report back on progress.

Whilst it is expected that students will lead the supervision, FW1 students will require support from the supervising occupational therapist with this process, but by Fieldwork 4 & 6 the student should be taking full responsibility.

The supervision contract should cover the following areas:

- **Purpose of the supervision:** *Why is supervision required? – What are the overall aims of supervision?*
- **Day and time of supervision:** *Detail when sessions will occur*
- **Structure of sessions:** *How will the session progress?*
- **Confidentiality:** *Detail what is expected in terms of confidentiality*
- **Content:** *e.g. celebrations, challenges, concerns, dilemmas*
- **Type of feedback required:** *How would you like this delivered? e.g. areas to improve on followed by strengths*
- **The supervisor agrees to:** *Outline the supervisor role and expectations the supervisor holds*
- **The supervisee agrees to:** *Outline the supervisee role and expectations the supervisee holds*
- **Process of review:** *Outline the systems that are in place to ensure the supervision relationship functions well?*

A template of a supervision contract is in the Assessment Guide.

## Learning Contracts

A learning contracts purpose is to assist students to identify their learning needs and to plan how they will achieve these. It is a written agreement between the student and the supervising occupational therapist. Learning contracts assist students to become autonomous, self-directed learners. The students should lead in the writing of the learning contract.

There are three different kinds of learning objectives/goals. Students are encouraged to set learning objectives/goals in all of these areas of learning:

**Knowledge** – *the things you know or need to know* – facts, models, concepts, research and literature – encourages critical thinking and decision making. Knowledge is developed through experience or education.

**Skills** – *the things you do or need to do* – e.g. running a group, assessing a client, manual handling etc. – encourages technical skills/psychomotor skills – looking at proficiency, technique or the art of and are developed through training or experience the practical understanding of the subject.

**Attitudes** – *what you tend to do* - the way you view something or how you tend to behave towards it, often evaluative. Values, standards, judgements, motives, ethics and beliefs – encourages interpersonal skills/emotional intelligence skills. Associated with feelings - positivity, enthusiasm, dread, fear etc. Attitudes can be influenced through establishing, habits, tools and environment.

Students are encouraged to write learning objectives/goals as SMART goals - Specific, Measurable, Achievable, Relevant, & Time bound.

### Formula for a SMART goal

By week 3 of Fieldwork 1, I will have (*skill, knowledge or attitude to develop*) independently/with assistance for supervisor/under supervision in order to (*give reason*)

For example:

By week 2 of fieldwork one, I will have conducted one semi-formal interview with assistance from my supervisor paraphrasing at least twice in order to check my understanding of the information the client provided.

A Learning Contract Template can be found in the Assessment Guide.



## Examples of Learning Contract Objectives

Learning Objective/Goals	Strategies and Learning Resources	Evidence/Outcome
<i>What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.</i>	<i>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</i>	<i>How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?</i>
<u>Attitude</u> By week 3 I will have discussed my beliefs about employment during supervision in order to articulate the impact of this on my relationship with clients within the vocational rehabilitation setting.	<ul style="list-style-type: none"> <li>• Reflective journaling.</li> <li>• Review the literature on the value/role of employment and the causes issues related to unemployment.</li> <li>• Explore local services.</li> </ul>	<ul style="list-style-type: none"> <li>• Present examples/understandings from personal reflective journal in discussion with supervisor.</li> <li>• Discuss with supervisor how this knowledge has impacted on intervention with one client.</li> </ul>
<u>Knowledge</u> By the end of week 2 I will describe the common perceptual deficits associated with head injury to my supervisor in order to improve my intervention planning with clients.	<ul style="list-style-type: none"> <li>• Find and review relevant books, literature and research</li> <li>• Discuss common perceptual deficits with team members and gain an understanding of the interventions they use.</li> </ul>	<ul style="list-style-type: none"> <li>• Share with supervisor a summary of findings.</li> <li>• Present to the team a case study(ies) and describe the clients perceptual deficit and the appropriate intervention.</li> </ul>
<u>Skill</u> By week 3 of Fieldwork 4 I will have conducted three initial interviews independently and documented my findings in the client notes in order to demonstrate my application of the problem solving process.	<ul style="list-style-type: none"> <li>• Find out the format used in the setting.</li> <li>• See supervisor or other team member conduct an initial interview.</li> <li>• Conduct interview, write up notes.</li> <li>• reflect on the process and findings with supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Client notes reviewed by supervisor.</li> <li>• Reflect on process in supervision and write action plan to improve performance.</li> <li>• Supervisor observes an initial interview.</li> </ul>

## Student Projects

All students are expected to contribute to the workplace by undertaking a project. The student will negotiate with the supervising occupational therapist and the project will be sized according to the time available and the placements needs.

### Undertaking a project

- Provides the student with the opportunity to broaden their clinical experience by completing a project that is beneficial to the setting.
- Reinforces to the student that not all the time is spent in direct patient contact.
- Enables the student to work independently of the supervisor.

### Examples:

- Find appropriate literature and evidence for supervising occupational therapist on a specific topic.
- Devise group plans.
- Develop/find resource information and present appropriately.
- Presentation to the team on a relevant topic.