



University of  
South Australia

# Welcome to Practice Education!

Six months past, Six months to come. Review of past placement experiences and moving forward.

While we wait.... please complete the poll and write down any questions in the chat box.

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# Welcome to Zoom

- Cameras on works best
- We will use zoom in an interactive way
- Feel free to ask questions anytime – voice or using the chat box
- Please don't be embarrassed to ask questions about using zoom
- We will be sharing our screen with you
- We will be having large group discussions
- We will be recording this session for future practice educators
- We will provide a certificate of attendance and access to the power point slides.

*We wish to acknowledge Kaurna people as the traditional owners and custodians of the Adelaide Plains. We respect the spiritual connection to country and recognise that this is of continuing importance for Kaurna people today. We do this in a spirit of reconciliation and with a commitment to equity and equality for all people in Australia.*



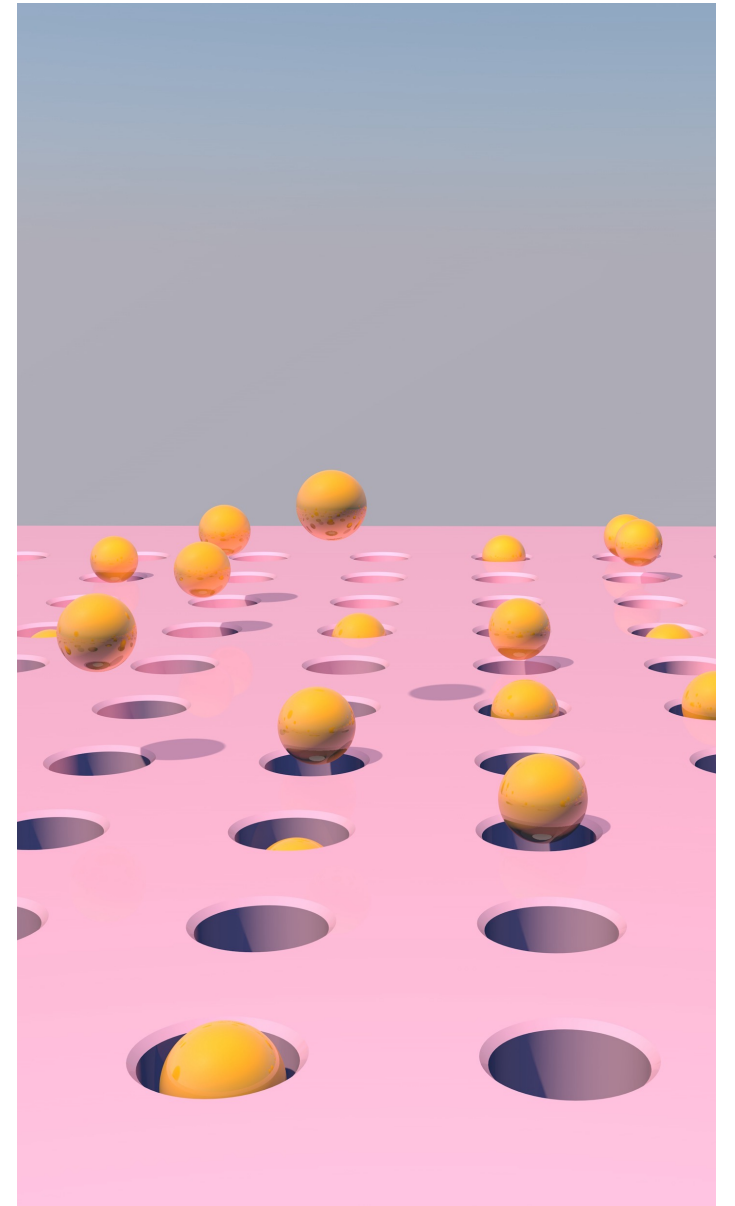
# Thank you to our Practice Educators

- We would like to recognise your ongoing commitment, energy and support in teaching our final year students and your valuable contribution to the Occupational Therapy profession.
- Certificate of Appreciation for your professional development records
- Clinical Supervisor Support Program
- <https://www.unisa.edu.au/connect/placements-employers/nursing-health-medical-sciences/clinical-supervisor-support-program/>



# Workshop Aims

- To meet and greet other Occupational Therapy Practice Educators
- To review the past 6 months. What have we learnt? What should we be mindful about in the ensuing months?
- Managing your expectations of student performance across the final year placement.
- Customising SPEF-R2 to your placement and agency.
- Access to useful resources.
- Your aims?





# Occupational Therapy Field Practice Team

## **Acting Program Director**

- Ben Sellar [ben.sellar@unisa.edu.au](mailto:ben.sellar@unisa.edu.au)

## **Field Practice 401 Course Coordinator**

- Alice R-T [alice.roberts-thomson@unisa.edu.au](mailto:alice.roberts-thomson@unisa.edu.au)

## **Graduate Entry (FP4) Field Practice Course Coordinator**

- Ali Aguilar [alejandra.aguilar@unisa.edu.au](mailto:alejandra.aguilar@unisa.edu.au)

## **Clinical Liaison Coordinators**

- Wendy Cearn [wendy.cearns@unisa.edu.au](mailto:wendy.cearns@unisa.edu.au)
- Sandra Mammino [sandra.mammino@unisa.edu](mailto:sandra.mammino@unisa.edu)
- Naomi Rowlands [naomi.rowlands@unisa.edu.au](mailto:naomi.rowlands@unisa.edu.au)



# **Six months past, Six months to come.**

Review of past placement  
experiences and moving forward





# Reflections

- *Review of the first half of year.*
- *What do we need to be mindful of in the next 6months?*
- *Developing student soft skills vs core skills*
- *COVID 19 organisational policies and procedures.*
- *Increased Pastoral Care - Taking time off for covid, renegotiating placement parameters, and increased anxiety for students whilst maintaining competencies.*
- *Strong student focus on hours.*
- *Job market impacts on placement.*

# Student context in 2022

- Covid challenges - Resilience and flexibility of students.
- Negotiating work from home/leave arrangements during placement.
- Pivoting to new placement sites as offers are withdrawn, sometimes at short notice, in response to changes and challenges within agencies.
- Flexibility to manage various models of supervision. Some sites may have multiple supervisors across various sites. Students adjusting to work practices and OT roles across public and private practice.
- Adjusting to travel costs to placement as petrol prices increased. Not all students have access to a car to use during placement.
- Students as novice learners.



# Managing Placement Expectations

- Expectations across FP400 & FP401
- Mapping expectations from Midway to Final SPEF-R2.
- Similarities and differences in supervision of FP401 and FP4 placements.
- How are these communicated to students?
- How many clients should students have on their case load?



# What students will bring to placement



Completed FP preparation tasks.



Commenced Learning Plan and expectation to share with you in Week 1 and complete by end of Week 2.



Share learning style and discuss preferences/ challenges for learning. Eg Honey and Mumford <https://www.mint-hr.com/mumford.html>



Growth mindset - willingness to learn, ask questions and discuss observations.



# UniSA Clinical Supervisors & Facilitators Resource site

<https://lo.unisa.edu.au/course/view.php?id=20654>

- Planning for placement
- Getting to know your student
- Student Evaluation tips
- Customised SPEF-R2 examples
- OPPM guide
- Recordings from previous workshops



# SPEF-R2

Student Practice Evaluation Form  
Revised (Second Edition) Package

## SPEF-R2 Customised Examples (Stream A - Direct Service Provision)

Insert your own workplace-specific examples here  
Delete the aqua prompts before you commence

DOMAIN		OBJECTIVE	SPEF-R2 EXAMPLES	CUSTOMISED EXAMPLES
1. Professional Behaviour	► CORE	1.1 Respects rights, values and beliefs of service users and co-workers	<ul style="list-style-type: none"> <li>uses non-discriminatory and non-judgemental language</li> <li>validates others' values and perspectives</li> <li>separates own values from those of others</li> <li>adheres to relevant legislation</li> </ul>	<p>Avoid stereotyping, making judgements or assumptions about clients based on <u>past history</u> or current presentation.</p> <p>Understands and respects consumers' rights</p> <p>Use respectful and non-judgmental language.</p> <p>Read current legislation - Disability Discrimination Act, Transforming Health Strategy, Mental Health <u>Act</u> and detainment principles.</p>
	► CORE	1.2 Practices in a culturally responsive and culturally safe manner	<ul style="list-style-type: none"> <li>recognises and responds to factors influencing health, <u>wellbeing</u> and occupations of Aboriginal and Torres Strait Islander Peoples and/or other culturally diverse populations</li> <li>maintains current knowledge for cultural responsiveness</li> </ul>	<p>Awareness of Reconciliation Action Plans, Uluru Statement etc.</p> <p>Voices Acknowledgement of Country statements at meetings</p> <p>Evidence culturally safe practices and accommodates cultural preferences</p>
	► CORE	1.3 Adheres to privacy and confidentiality requirements	<ul style="list-style-type: none"> <li>handles workplace documentation appropriately</li> <li>adheres to privacy policies, <u>legislation</u> and codes of conduct</li> </ul>	<p><u>Respects</u> consumers privacy and dignity.</p> <p>Take responsibility for safe storage of own notes and folder.</p> <p>Do not take identifying client information home.</p>

# Useful resources



FIRST WEEK OF PLACEMENT  
RESOURCE:

[UQ - GETTING STARTED](#)



PREPARATION CHECKLIST:

[UQ ORIENTATION FOLDER  
CHECKLIST](#)



SPEF-R2:

[SPEF-R2 TRAINING  
SPEF-R2 ONLINE PORTAL](#)



SEEK OUT WHAT CHECKLISTS  
YOU USE IN YOUR OWN  
AGENCY



Other ideas?

Final Poll - Thankyou





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**Thank you for your attendance.**