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WORKSHOP

A. Koel-Wardenaar & C. van der Molen, 22-10-2015

Role-emerging occupational therapy placements in the Netherlands

"What we **think**, or what we **know**, or what we **believe** is, in the end, of little consequence.

The only thing of consequence is **what we do.**"
John Ruskin, 1866

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- Implementation of REP in AUAS
- Conclusion

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INTRODUCTION

Anna Koel-Wardenaar
Lecturer occupational therapy
Placement- and fieldwork coordinator

Chris van der Molen
Lecturer occupational therapy
Student MScOT (REP research)

Darix Kuijs & Ryosuke Asao
Students OT bachelor
3rd year
Completed REP community care

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ROLE-EMERGING PRACTICE PLACEMENTS

Role-emerging placements are defined as those “which occur at a site where there is not an established occupational therapist role” (Clarke, de Visser, Martin & Sadlo, 2014)

Models of role-emerging placements are implemented in Canada and the United Kingdom

- Student roles: needs assessment, clinical service, program development, consultation and community development
- Elective few or all students?
- Beneficial or limiting?

Since February 2015 implementation of role- emerging placements in the AUAS

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ROLE-EMERGING PLACEMENT IN AUAS

Bachelor of Science in Occupational Therapy
4 years, 240 ECTS

Placements

1st year	Orientation
2nd/3rd year	20 x 24 hours
3rd/4th year	20 x 32 hours

8 hours of education each week

- Supervision
- Capita selecta
- Assignments

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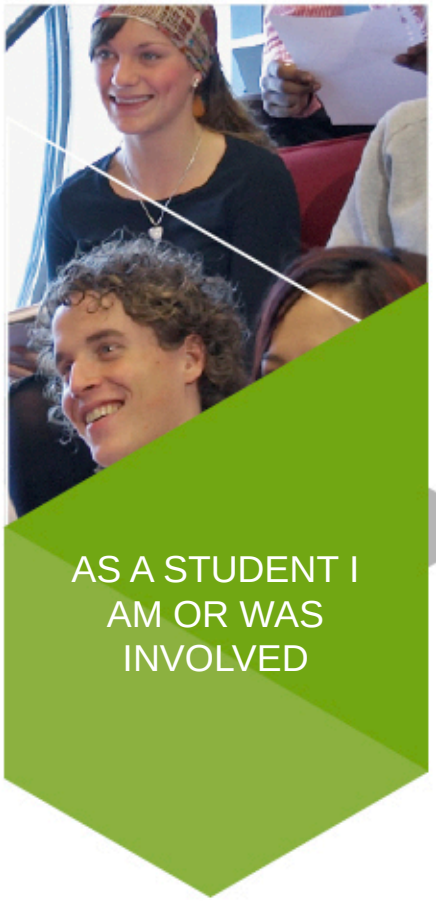
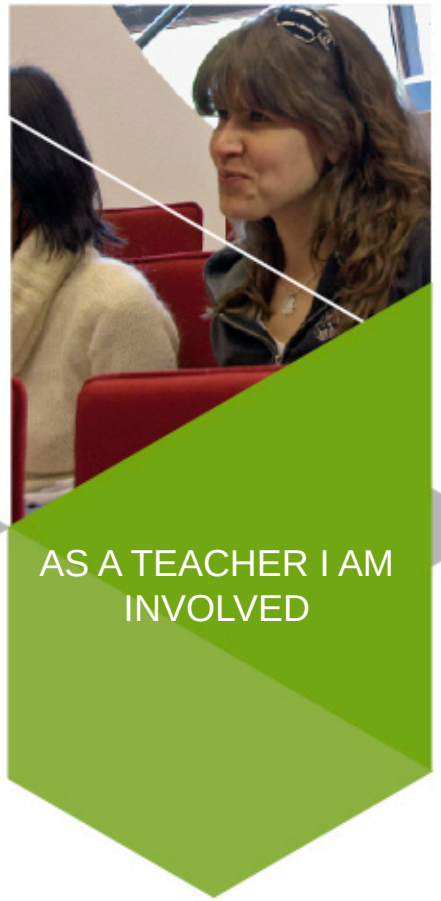
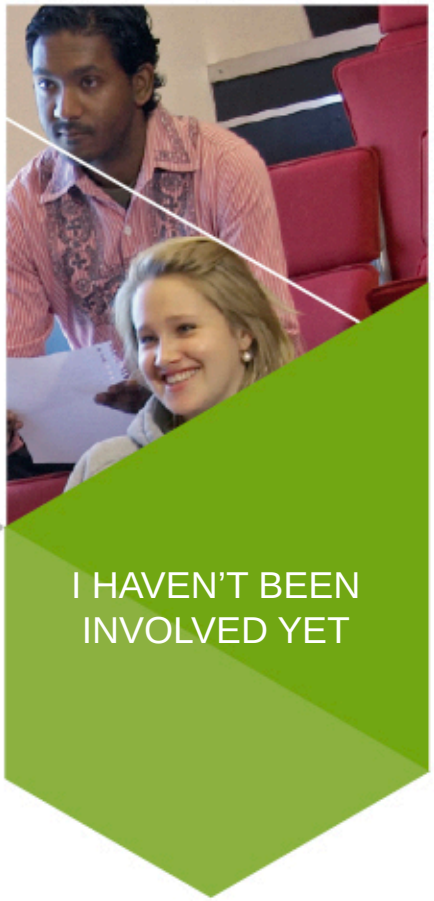
HOW EXPERIENCED ARE YOU IN ROLE-EMERGING PLACEMENTS?



AS A STUDENT I AM OR WAS INVOLVED



AS A TEACHER I AM INVOLVED



I HAVEN'T BEEN INVOLVED YET

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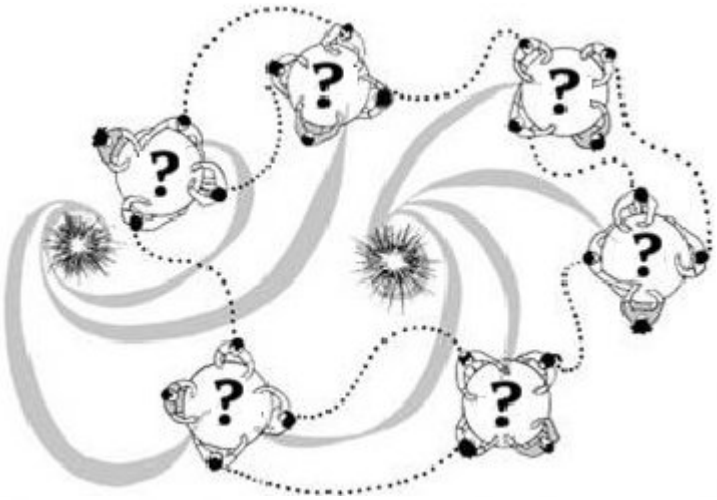
WORKSHOP: WORLD CAFE

Join our cafe to exchange knowledge and experiences with us on different topics

- 15 minutes for each topic
- Join two discussions
- Collect thoughts, ideas, experiences

Check your invitation here:



1. Darix	2. Ryo	3. Chris	4. Anna
A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
R	S	T	U
V	W	X	Y
Z			

the WorldCafe™

LEARN
SHARE

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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Our experiences in AUAS

Student requirements

- Entrepreneur
- Teamworker
- Networker
- Empowering
- Flexible
- Good planner
- (little bit) Visionary

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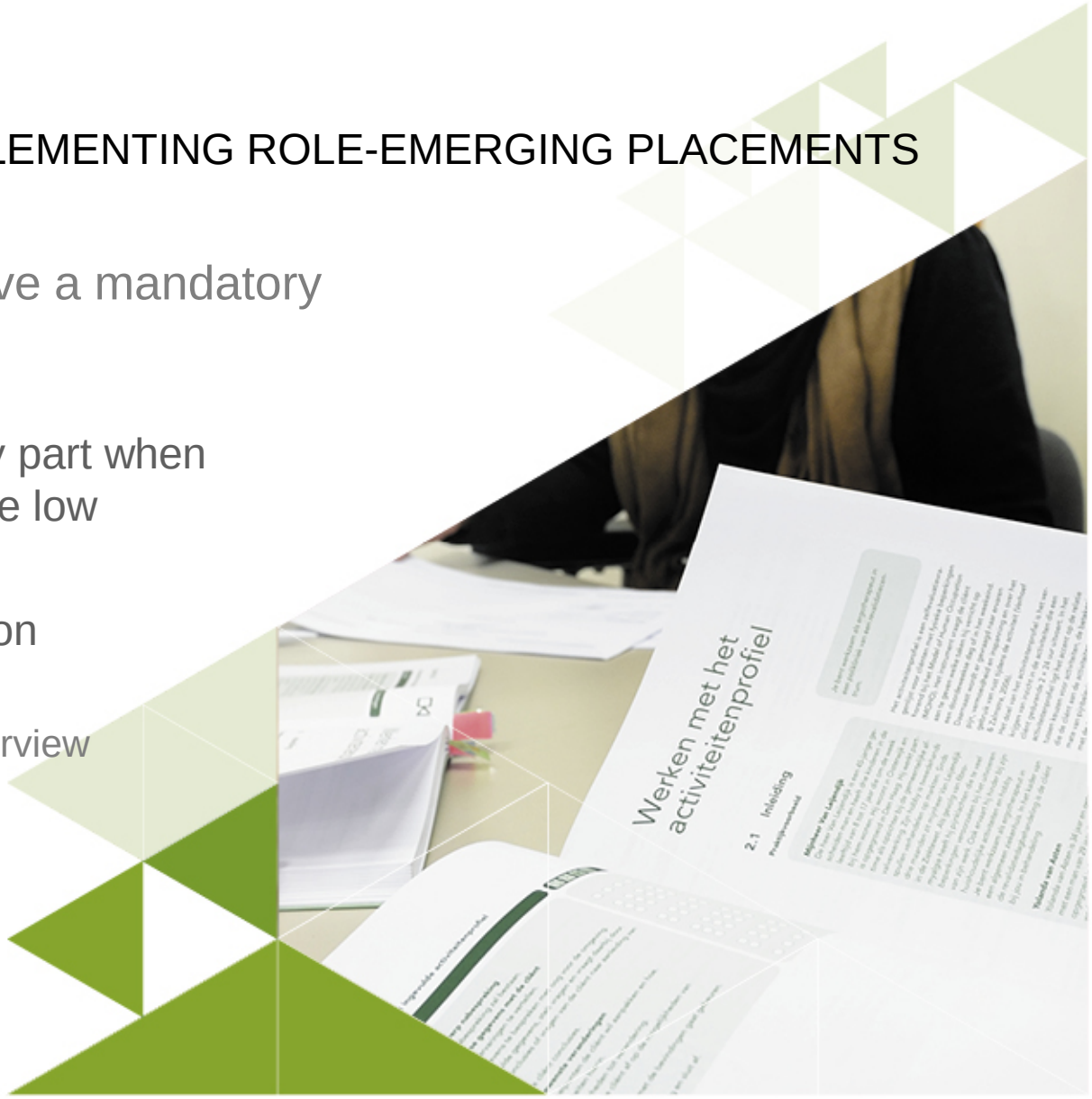
EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Select students or have a mandatory REP placement?

- REP not a mandatory part when entrepreneur skills are low

- Selection by motivation
  - Application letter
  - If applicable an interview



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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Learning outcomes for students

- Competencies
  - Interprofessional collaboration and partnerships
  - Professional autonomy and accountability
  - Professional identity OT
  - Entrepreneurship

No significant difference in scores on competency assessment in traditional fieldwork and REP

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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Assessment of students

- Every week long-arm supervision by an OT expert in the field
- After 10 weeks a mid-term competency assessment with practice educator and university supervisor
- After 20 weeks a final competency assesment with practice educator and university supervisor
- After finishing the placement receive a recommendation letter from the practice educator
- Portfolio and peerfeedback

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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Current used settings in AUAS

- Community care health teams
- Primary schools
- Health and well-being organisations
- Community mental health
  - Supported living
  - Social firms

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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Current roles and tasks carried out by students:

- Implementing community development strategies
  - Support and empower communities
- Conduct needs assessment (service users and health care professionals)
- Advise and consultation
- Implementation of health promotion programs
- Provide treatment

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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Required from the practice educator in the setting:

- A minimum of 2-3 years of working experience in the organisation.
- Familiarity with occupational therapy
- Bachelor or master degree (in health or welfare)

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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Strategies from AUAS to gain success

- Ongoing networking with the field
- PR flyer
- Develop a willingness in all stakeholders
- Provide students with preparatory training
- A second placement gives more success
- A supervision group of only REP students creates more support compared to a mixed group with REP and traditional settings

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EXPERIENCES IN IMPLEMENTING ROLE-EMERGING PLACEMENTS

Make sure to organize:

- Intervision and supervision
  - Practice educator
  - Long-arm supervision by OT field expert
  - University supervisor

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Conclusion

- Role-emerging placements can be meaningful
- Motivation of students is important
- Ongoing effort to collaborate with emerging fields of practice
- Ongoing learning from students' and teachers perspective
- Be an entrepreneur and implement REP!

Hogeschool van Amsterdam

Thank you so much for participating

Any questions? Take a flyer and contact us!

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