FACT SHEET – Benefits of Project Focused Placements

Clinical Educator Benefits

- Suited to clinicians working in less traditional non-government roles such as private practice, health promotion, case management and consultant roles
- Provides opportunity to monitor and support the set-up and evaluation of a role for occupational therapy services in an area of identified need.
- Gain research based evidence of community needs in areas where occupational therapy services don't already exist or are under-serviced, in order to propose a role for occupational therapy
- Monitor and support the set-up and evaluation of a role for occupational therapy services or programs in an area of identified need.
- Provides opportunity to put ideas into practice
- Provides opportunity to strengthen relationships within community and build partnerships with community-based services.
- Student can develop valuable resources and contribute to quality assurance activities and processes
- Can be created as part of a role-emerging placement or an inter-agency model with clinical educator/s from related settings which would benefit part- time clinical educators or those with very heavy work and time demands.
- Suited to clinicians working in less traditional non-government and/or community-based roles such as in private practice, health promotion services, case management and consultant roles. (Fortune, Farnworth & McKinstry, 2006; Thomas, Penman & Williamson, 2005)

Student Benefits

- Broadens the range of services students experience
- Exposes students to new and potential areas of practice such as health promotion or preventative living skills programs.
- Provides opportunity to develop and/or evaluate a new or existing program
- Provides opportunity to develop project development and management skills including:
 - Benchmarking
 - Scoping and developing a project brief including projected outcomes
 - Conducting needs assessment/analysis
 - Submission and proposal writing
 - Engaging with communities
 - Managing tight task completion deadlines
 - Selecting appropriate outcome measures
 - Performing project evaluations
 - Writing literature reviews, teamwork and delegation



- Provides opportunity to contribute to the establishment of new practice roles and settings for the occupational therapy profession
- Increases students' awareness of how facilities operate and also of the political and financial influences affecting their services
- Promotes development of skills in team work and communication as the student is required to work directly with multi-disciplinary staff, volunteers, and community members.
- When two or more students work together on a role emerging placement, they are likely to feel more supported.

(S. Bartholomai, personal communication, May 31, 2007; Fortune et al. 2006, Thomas, Penman & Williamson, 2005)

Benefits for the host facility:

- Gains first hand experience and insight into what Occupational Therapy can offer.
- The outcome of the project is beneficial for the agency/organisation
- Project outcomes may assist with success in future funding submissions for related programs and services (Queensland Occupational Therapy Fieldwork Collaborative [QOTFC], 2007).

References:

Fortune, T. Farnworth, L. McKinstry, C. 2006. Project-focused fieldwork: Core business or fieldwork fillers? *Australian Occupational Therapy Journal*. 53 (3) pp.233 – 236

Queensland Occupational Therapy Fieldwork Collaborative [QOTFC] (2007) Fact Sheet. How to develop and manage project-focused placements. *Clinical Supervisor's Toolkit*. Available from http://www.otqld.org.au/ot_links/clinical_supervisors_tool_kit/index.aspx

Thomas, Y. Penman, M. Williamson, P. (2005) Australian and New Zealand fieldwork: Charting the territory for future practice. *Australian Occupational Therapy Journal* 52 pp. 78-81.

For more information about project focused placements, in addition to a wide range of OT practice education resources, visit our website at:

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