
LITERATURE REVIEW

Role-emerging Placements: a Useful Model for Occupational Therapy Practice Education? A Review of the Literature

Channine Clarke, Richard de Visser, Marion Martin & Gaynor Sadlo

University of Brighton, UK

Corresponding author:

Dr Channine Clarke, Senior Occupational Therapy Lecturer, University of Brighton, Robert Dodd Building, 49 Darley Road, Eastbourne, East Sussex, BN20 7UR
Email: c.clarke@brighton.ac.uk

Abstract

Changes in health and social care present exciting opportunities for occupational therapists in the United Kingdom to expand their practice into innovative settings. To prepare graduates for these opportunities, placement experiences must reflect current trends in practice. Role-emerging placements are increasingly being used within occupational therapy to help students develop the skills, knowledge and attributes needed to become the therapists of tomorrow. This paper provides an overview of the literature on the use of role-emerging placements within the profession by considering the current context of placements, the rationale for the development of role-emerging placements and their potential strengths and limitations. The paper aims to increase awareness in the UK of role-emerging placements and their potential value within health and social care education.

Keywords: placements, role-emerging, practice education

Introduction

Placements are an integral and essential part of occupational therapy students' education. This is highlighted by the World Federation of Occupational Therapists, which specifies that students must complete a minimum of 1,000 placement hours as part of their education (Hocking & Ness 2002). This is also reflected in Pre-Registration Standards for Education (College of Occupational Therapists 2008) and evident in undergraduate degree programmes where placements are a prerequisite to registration with the Health and Care Professions Council (HCPC 2012).

In the United Kingdom, occupational therapy placements have traditionally been undertaken in established health or Local Authority settings. However, concern has been raised that such settings may not adequately prepare students for the more diverse settings in which therapists are increasingly working (Adamson 2005, Fortune *et al.* 2006). Changes in health and social care, with an increasing emphasis on health promotion, illness prevention, well-being and community practice (DH 2010a,b), mean that students must develop the knowledge, skills and confidence to work in these key areas in order to remain

viable as future professionals (Mulholland & Derald 2004). In recognition of this, guidance from the College of Occupational Therapists (2006, 2009) and the Health and Care Professions Council (2009) suggests that placement tutors should examine ways of providing work-based learning opportunities in new and diverse settings, including the use of role-emerging placements.

Role-emerging placements are defined as those “which occur at a site where there is not an established occupational therapist role” (College of Occupational Therapists 2006, p1). Students in these placements are supervised on a daily basis by an employee within that setting and supported by an off-site occupational therapist (either a local clinician or lecturer from the student's university). Examples of role-emerging settings include shelters for the homeless, refugee camps, charities and voluntary organisations.

Whilst literature on role-emerging placements is not as extensive as that on traditional placements, it reveals they have been part of the practice education of occupational therapy students in countries such as Canada, Australia and America for some time (Bossers *et al.* 1997, Overton *et al.* 2009). In the UK, the literature increasingly highlights the use of such placements in British curricula (Hook & Kenney 2007, Thew *et al.* 2008, 2011, Fieldhouse & Fedden 2009). However, opinions differ as to the rationale behind the development of such placements and their value and effectiveness (Sullivan & Finlayson 2000, Cooper & Raine 2009, Overton *et al.* 2009).

This paper provides an overview of the role-emerging placement literature to date. It considers occupational therapy placements in the context of changes in health and social care in the UK, explores the rationale for the development of role-emerging placements, considers the strengths and limitations of such placements and makes recommendations for future research. Although focusing on occupational therapy literature, it is hoped that the review will encourage other professions to think about the value of such placements and their use in pre-registration curricula.

Data Sources

Whilst in the UK the term ‘practice placement’ is advocated (College of Occupational Therapists 2006), other historical terms such as ‘fieldwork’, ‘clinical education’ and ‘work-based learning’ continue to appear in the literature. Likewise, literature pertaining to types of placement includes terms such as ‘traditional’, ‘alternative’, ‘emerging’, ‘non-traditional’, ‘a-typical’, ‘expanded’, ‘independent community placement’, ‘service-learning’ and ‘project placements’. All these terms were used as search criteria.

Literature was identified through searches of electronic databases including Medline, CiNAHL, PsychINFO and the British Education Index. Manual searches of textbooks, websites and cited authors identified further references. Personal correspondence with international placement tutors also provided literature for review. The search was restricted to articles in the English language. No limits were placed on research designs or type of literature and papers were appraised using McMaster appraisal tools (Law *et al.* 1998, Letts *et al.* 2007).

Nature of reviewed literature

Critical appraisal of role-emerging placement literature revealed a number of discursive papers in which authors express their opinions regarding the need for, effectiveness or limitations of such placements (Fortune *et al.* 2006, Swedlove 2006, Cooper & Raine 2009). Although the arguments presented appear reasonable, these papers are not supported by evidence.

A review completed by Bossers *et al.* (1997) highlights that role-emerging placements have existed within occupational therapy education since the early 1970s. However, much of the literature reviewed is either descriptive or professional opinion regarding the necessity and value of these placements. In addition, most of the literature cited emanates from Canada, America and Australia where role-emerging placements have been established for much longer than in Britain. Huddleston (1999) also provides a summary of the literature relating to the advantages and disadvantages of role-emerging placements, but this is based on only three references from the mid 1990s. A more recent review carried out by Overton *et al.* (2009) identifies similar themes to those presented by Bossers *et al.* (1997) and Huddleston (1999) but includes more British literature as placement tutors increasingly report how role-emerging placements are being utilised within British universities (Wood 2005, Hook & Kenney 2007, Thew *et al.* 2008, Fieldhouse & Fedden 2009). However, whilst these reviews provide a good overview and summary of the existing literature, they are predominantly descriptive in nature, providing minimal critical appraisal of the studies cited.

Where research has been carried out, various methods have been used to evaluate the effectiveness of role-emerging placements; in the main, these take the form of questionnaires, rating scales, verbal reports, focus groups, nominal group technique and placement de-briefing sessions (Fleming *et al.* 1996, Friedland *et al.* 2001, Kopp & Ishler 2001, James & Prigg 2004, Wood 2005, Gilbert Hunt 2006, Hook & Kenney 2007, Thew *et al.* 2008, Fieldhouse & Fedden 2009, Rodger *et al.* 2009). This may reflect the requirement of placement tutors to evaluate placement modules quickly in readiness for annual course reports. Whilst such studies provide a useful overview of issues associated with such placements, they allow limited opportunity for in-depth exploration of students' personal experiences. Although studies have included qualitative methods of data collection such as interviews (Bossers *et al.* 1997, Soloman & Jung 2006, Fieldhouse & Fedden 2009), it is not always clear whether a particular methodological approach has been adopted and interviews have appeared at times to be very structured. This may lead to a bias whereby data may be collected that reflect the researchers' own agenda rather than uncovering students' unique experiences and meanings.

Although there has been a recent increase in the number of short reports written by students (Kearsley 2010, Amadi 2013, Hart *et al.* 2013), these tend to focus on interventions carried out or on how they promoted occupational therapy rather than revealing data that offer a deeper understanding of the personal meanings with which students attach to such placements. Furthermore, as such articles appear to be published to promote role-emerging placements, they often focus on their positive aspects, making it difficult to gain an understanding of any potential limitations or associated risks. No literature was identified that considers the influence of such placements on practice once qualified. This paucity of research is a limitation acknowledged by other authors, who have made calls for further research (Wood 2005, Thew *et al.* 2008, Overton *et al.* 2009).

Occupational therapy placements in the context of education and current trends in practice

Although literature relating to occupational therapy placements is diverse in content, the value and importance of placements have "never been denied" (Bonello 2001, p93). There is a general consensus that placements are central to students' learning and crucial in helping them to integrate theory and practice and develop practical skills and professionalism that cannot be learned from textbooks alone (Casares 2003, Rodger 2008).

Historically in the UK, occupational therapy placements have occurred in NHS and Local Authority settings. They have tended to be illness-focused, institution-based and undertaken within an apprenticeship model with the therapist viewed as the expert, teaching students specific knowledge and skills in a face-to-face traditional way (Higgs & Titchen 2001). Until quite recently, academic programmes also adopted a more reductionist approach, requiring students to have a set number of placements in physical and mental health settings (Mackersy *et al.* 2003). This appears to omit recognition of the diversity of the profession and opportunities available for occupational therapists to work with a wide range of people from birth to death, with or without illness or disability. It is here that the literature on role-emerging placements from outside the UK highlights the opportunities available to the profession for improving the well-being of the more general population and the value of such placements in preparing students for practice in these less traditional but important settings (Overton *et al.* 2009).

The broader view of health that emerges from UK Government priorities and directives (DH 2010a,b,c) provides support for occupational therapists to take up opportunities in emerging areas of practice and to broaden their employment opportunities (Thew *et al.* 2011, Turner 2011). Thomas (2008), for example, suggests that therapists might help individuals, groups and communities deal with the impact on health and well-being of global factors such as an ageing population, the recession and natural disasters.

Other authors similarly suggest that occupational therapists might be ambassadors for developments in health care where the refocusing on occupation that is taking place within the profession coincides with a health and social care system that has as its central concern the health of the population (Wilcock 2006, Withers & Shann 2008, Molineux & Baptiste 2011). This is a view supported by Sakellariou & Pollard (2012, p2) who, in their commentary on the social responsibility of occupational therapy education, call for practitioners to adopt a “political practice of occupational therapy” that seeks to address the political, environmental and social factors that prevent occupational justice.

To encourage diversity of practice, Pattison (2006, p167) believes that therapists need to be innovative and entrepreneurial and move away from traditional boundaries which “fence us in and limit our practice”. Such boundaries may be perceived as existing NHS, social care or occupational therapy practices, policies and routines that have the potential to lead to established but uncritical ways of doing, thinking and acting which may stifle creativity and exploration of new ways of working (Dall’Alba 2009). Kornblau (2001) points out that opportunities for occupational therapists are endless and only restricted by those who are unable to promote the value of the profession to others. Likewise, Turner (2011) suggests that having the courage to reflect on current practice and to change ways of working accordingly will enable the profession, and therapists themselves, to mature. Whilst such literature has a positive aim in seeking to encourage occupational therapists to think about their practice more broadly, it remains predominantly opinion-based. However, the growing number of anecdotal reports on innovative service developments suggests that occupational therapists are increasingly broadening their scope of practice (Marsh 2011, Kearsley 2012).

To ensure that graduates have the skills and confidence to take up emerging opportunities it is argued that placement experiences must change (Fortune *et al.* 2006, Thew *et al.* 2011, Sakellariou & Pollard 2012). Thomas *et al.* (2004) suggest that more diverse learning opportunities are required to help students develop a broader vision of the profession than that associated with services in which the majority of traditional placements occur. Without exposure to this broader social health perspective during their education, Gilbert Hunt (2006) expresses concern that graduates will lack the confidence to be at the forefront of changes within health and social care. Similarly, Sakellariou & Pollard (2012) suggest that, for the sustainability of the profession, occupational therapy students need exposure to

learning experiences that enable them to develop a critical understanding of their profession and their role within society. Whilst these contentions are opinion-based, research studies that have explored students' preparedness for practice, satisfaction with their education and role-emerging placement experiences support such views (Bossers *et al.* 1997, Prigg & Mackenzie 2002, Hodgetts *et al.* 2007, Clarke 2012).

To ensure currency, the College of Occupational Therapists (2006) recommended that placement tutors look at ways of providing new work-based learning opportunities. This guidance followed a survey of 27 British placement tutors (Wood 2005) that explored the extent to which role-emerging placements were being used in practice and the issues associated with such placements. Twenty-four tutors responded and findings revealed that the majority of higher education institutions (21/24) offered role-emerging placements and believed these should be developed further, despite a paucity of evidence regarding the effectiveness of these placements compared with traditional placements. Qualitative data indicated that tutors felt such placements offered opportunities for the development of professional identity and independence for practice, although it was suggested that they may not be suitable for all students and that their effectiveness depends on the personality and academic strength of the student (Wood 2005). Concern was also raised that such placements are simply being set up to deal with the shortage of traditional placements. However, the qualitative data are predominantly a list of bullet points with no indication of how many times a particular response was given and few direct quotes are provided from respondents, which makes it difficult to determine the consensus of opinion and restricts deeper exploration of the issues identified.

Whilst the College of Occupational Therapists' (2006) guidance offers useful practical advice, and research studies are cited in support of its recommendations, the document does not reflect the mixed opinions that are in fact evident in these, and other studies, concerning the value and effectiveness of such placements.

Rationale for the development for role-emerging placements

As highlighted above, a definite trend is occurring in health and social care that provides occupational therapists with unique opportunities to expand their practice and make a significant contribution to the health and well-being of the population. However, Baptiste (2005, p179) recognises that such changes result in "broader and grander expectations of us as practitioners than in the past". Academic programmes therefore need to provide more expansive opportunities for learning and development that reflect the skills and competencies demanded of future graduates. Whilst it might be contended that role-emerging placements offer a valuable pedagogic opportunity to help prepare students for future practice, there remains in the literature mixed opinion as to the rationale for the use of such placements. Some authors view them as a solution to the 'placement crisis' (Healy 2005, Sadlo & Craik 2005) whilst others argue that they offer students the opportunity to develop skills and knowledge needed to work in more diverse settings (Renwick *et al.* 1994, Prigg & Mackenzie 2002, Jung *et al.* 2005, Swedlove 2006, Rodger *et al.* 2007a,b, Thew *et al.* 2008, Edwards & Thew 2011).

It is suggested that as graduates develop the confidence to work in less traditional areas, having completed an emerging role placement, this may help to address the shortage of those newly qualified to fill relevant posts in the NHS (Cameron & Morley 2007). Other authors contend that role-emerging placements offer benefits to the student, profession and client that are not available from traditional placements (Heubner & Tryssenaar 1996, Bossers *et al.* 1997, Friedland *et al.* 2001, Totten & Pratt 2001, Cooper & Raine 2009, Clarke 2014). This lack of consensus concerning the rationale for, and development of, such placements highlights the importance of on-going research in this area.

Benefits of role-emerging placements

Empowerment, professional and personal growth and development have been highlighted by students as important benefits of role-emerging placements as well as increased confidence in multidisciplinary team working, resource and time management, communication skills, enhanced understanding of their professional role, clinical reasoning and evidence-based practice (Alsop & Donald 1996, Bossers *et al.* 1997, Huddleston 1999, Totten & Pratt 2001, Gilbert Hunt 2006, Edwards & Thew 2011, Clarke 2012).

Thew *et al.* (2008) evaluated role-emerging placements used with all second year occupational therapy masters students at one UK university. Seventeen students completed an anonymous questionnaire and 10 attended a subsequent focus group. Further details of the evaluation process or analysis of data are not provided and therefore the trustworthiness of the evaluation is difficult to ascertain. However, the authors report that the majority of students perceived their placement to be a positive experience, helping them consolidate their knowledge and skills and improve their confidence for future practice. Other themes included having significant opportunities for using occupation, development of clinical reasoning and reflective practice skills, promotion of the occupational therapy role and increased awareness of the importance of interpersonal skills. These findings are similar to those reported by Prigg & Mackenzie (2002) and James & Prigg (2004), in which students experienced an increased sense of self-confidence and personal growth. They felt like occupational therapists because they were listened to, respected and valued by the team and in turn they valued the self-directed nature of the placement and the skills with which this equipped them for life-long learning.

Recent phenomenological research suggests that role-emerging placements may be the most significant learning experience that a student has in their ontological development, enabling students to create an authentic professional identity of their own making (Clarke 2014). Clarke suggests that students are not as exposed to their ontological development on traditional placements, tending instead to fall uncritically into existing practices, routines and the ways of thinking of others. In contrast, the autonomy demanded in role-emerging placements requires students to work out for themselves what occupational therapy can offer in the setting and what it means to them. This requires a depth of reflection that challenges their own and existing practices and helps them construct their own professional identity rather than passively accepting the identity, ways of being and practices of others. The knowledge and skills learned on campus and placement come to be better understood and integrated into a professional way of being, something that Dall'Alba (2009) advocates as vital for effective practice. This finding adds depth of understanding to existing role-emerging literature, which tends to focus on knowledge and skills development and provides little in the way of discussion regarding important ontological aspects of a student's development. However, Clarke's (in press) study was a small one based on the experiences of five students from one university and may have been biased by the positive experiences they had of their placement settings.

Developing an understanding of sense of self was also highlighted by Fieldhouse & Fedden (2009) in their qualitative study with two occupational therapy students. The authors suggest that six 'dimensions of learning' took place: greater awareness of therapeutic use of self; understanding of oneself as an occupational being; developing skills in assessment and observation; becoming an enabler of occupation; recognising the importance of client-centred goal setting; and linking theory to practice. Similarly to Clarke (in press), the authors argue that such learning could not have taken place on a traditional placement as it was the process of having to find and make sense of the occupational therapy role within the role-emerging setting that facilitated this learning. A suggested limitation of this study

is that the authors were both the researchers and the students' supervisors, which may have increased the likelihood of researcher bias.

Positive shifts in students' assumptions and prejudices reportedly take place on role-emerging placements as the students encounter different types of people with different needs (Bossers *et al.* 1997, Clarke 2012). Students have also highlighted how they have increased their awareness of cultural and socio-political issues and moved away from traditional, medically orientated ways of thinking towards a focus on client-centredness, health and quality of life (Renwick *et al.* 1994, Fleming *et al.* 1996, Smith *et al.* 2013). In their Canadian study of 11 students' experiences, Bossers *et al.* (1997), for example, highlighted how students felt the community focus of such placements was a more natural 'fit' with occupational therapy philosophy and allowed them to view clients in a more holistic way.

Role-emerging placements are perceived to enhance services in which they take place, through provision of occupational needs assessments and recommendations for practice made by students. Bossers *et al.* (1997) and Thew *et al.* (2011) suggest that role-emerging placements provide positive experiences for students and the wider community, raising awareness of what occupational therapy is and what it has to offer, a view also expressed by Gilbert Hunt (2006), who found that organisations expressed high levels of satisfaction with students and valued having their occupational needs addressed. They indicated that their knowledge of occupational therapy increased and in a number of cases the placements led to occupational therapy posts being created. Gilbert Hunt (2006, p85) suggests that such placements may give students "a competitive edge upon graduation", although no evidence is provided to support this.

Limitations of role-emerging placements

Some literature suggests that students could be wasting their time on role-emerging placements (Wood 2005, Kirke *et al.* 2007) when they should be learning the basics so that they have the skills to be "up and running as a basic grade as soon as possible" (Wood 2005, p377). Casares (2003), for example, found there was disagreement between placement coordinators, who felt that such placements were positive and posed no threat, and educators, who tended to believe the opposite or were undecided. There appears to be similar disagreement amongst students. Despite positive experiences highlighted by students in other studies, Friedland *et al.* (2001) found that some students lacked an appreciation of the importance of health promotion and of the role of occupational therapy in role-emerging settings; they appeared to value the development of clinical skills in traditional medically dominated settings over those acquired in community placements. Such findings have implications for the use of role-emerging placements if students do not perceive them to be an effective use of placement hours. However, Clarke (2012) found that students identified their placement as one of their most significant learning experiences and that graduates went on to work more confidently in emerging settings.

A particular concern in the literature is that of identity development, and the belief that "OT philosophy and competence is hard enough to learn from experienced OT's, I do not think it can be learnt from others" (Fisher & Savin-Baden 2002, p278) is a potential worry. This point was also raised by Tompson & Ryan (1996) who suggest that, in a profession that has difficulty with its identity, placements where there are no occupational therapists limit a student's opportunity to observe therapists in practice and encourage them to look to other professionals as their model for future practice. This issue of professional identity has implications for practice education where there is a need to ensure that placements provide sufficient opportunity for the development and understanding of identity, particularly at a time when an increasing focus on generic and inter-professional working requires graduates to understand and have confidence in their profession and in themselves as

therapists (Turner 2011). However, the views expressed in these studies contrast with those of other authors, who indicate that one of the main benefits of role-emerging placements is the development of students' professional identity (Bossers *et al.* 1997, Prigg & Mackenzie 2002, Mulholland & Derald 2005, Fieldhouse & Fedden 2009, Thew *et al.* 2011, Clarke 2012).

Concern also exists about a lack of client contact (Prigg & Mackenzie 2002, James & Prigg 2004). However, this would appear to be dependent on the setting since Clarke (2012) found that students spent a significant amount of time with clients and valued these encounters for allowing them to extend their ways of knowing and acting in relation to client-centred practice. Availability of appropriate clients is clearly important for placement tutors when selecting sites.

Authors also suggest that such placements may disadvantage weaker students, who may not be able to cope and might need more time to consolidate traditional skills (Huddleston 1999, Fisher & Savin-Baden 2002, Wood 2005, Kirke *et al.* 2007), although no evidence is offered for this conclusion. Sullivan & Finlayson (2000) consider it unethical to place a student who is unable to meet the demands of a role-emerging placement and therefore recommend the use of a careful selection process for such placements. Such a process was reported by Fleming *et al.* (1996), who required students to submit placement applications. Students were then rated by staff as to their potential suitability, for example, their ability to adopt a leadership role and be a team player, their creativity, problem-solving and communication skills, their self-confidence and ability to manage stress. However, it was not clear how such attributes were assessed. In contrast, other authors argue that role-emerging placements offer significant opportunities for students' professional development in these areas and should be a compulsory element of their education (Hook & Kenney 2007, Thew *et al.* 2008, Clarke 2012).

Practical difficulties are raised in the literature, including a lack of communication between on-site and off-site supervisors, staff attitudes, access to part-time supervisors and different expectations of students and university staff (Thew *et al.* 2008). However, useful recommendations have been made to help address some of these issues. These include site visits by placement tutors, identification of on-site and professional supervisors, setting out clear roles, responsibilities and expectations for all parties, pre-placement preparation of students and supervisors, developing students' awareness of the relevance of skills gained in role-emerging placements and induction days (Fisher & Savin-Baden 2002b, James & Prigg 2004, Mulholland & Derald 2005, Thew *et al.* 2008, Cooper & Raine 2009, Edwards & Thew 2011, Thomas & Rodger 2011).

Future research

Appraisal of the literature indicates that further research is required to explore the use of role-emerging placements and aspects of student development on these placements. In particular, it is advocated that research focuses on developing the current understanding of students' experiences of such placements, exploring the impact of the placement culture and supervisory relationship on students' development and on gaining deeper insights into the way in which professional identity is constructed by occupational therapy students.

To date, no studies have been carried out that have explored the experiences of 'academically weaker' students, despite the suggestion that such placements should only be allocated to stronger students. Exploration of this issue would allow a deeper understanding of the extent to which academic ability impacts on placement learning outcomes and would provide recommendations for placement tutors, who may need to consider additional support for these students.

Longitudinal studies are needed to explore the professional development of occupational therapy students as they progress through their placements. Studies need to evaluate the extent to which academic curricula encourage students to critically reflect on, challenge and extend their own understandings of practice as well as focusing on knowledge and skill acquisition.

No studies were found that evaluated or compared models of role-emerging placements. Studies could therefore consider the benefits and limitations of models such as peer learning and interdisciplinary role-emerging placements. There is also a current gap in the literature in relation to the experiences of the occupational therapist and on-site educator. Research is also needed to determine the impact of the student on the organisation to highlight the potential benefits of such placements or concerns that could be addressed by placement tutors. Studies should also explore client and service outcomes as a result of student intervention.

Moreover, further longitudinal studies are needed to explore graduates' reflections on their placement once they are working as qualified therapists. Such studies might also explore the career pathways of graduates following role-emerging placements, providing an indication of the long-term impact of such placements on employment and whether graduates go on to work in less traditional settings. Further research is needed to compare graduates' experiences of transition to practice having completed role-emerging and traditional placements.

Finally, research with employers would provide insights into how role-emerging placements are perceived by those recruiting occupational therapists. This would highlight the potential benefits or limitations of such placements from an employer's perspective and the impact of role-emerging placements on the employability of graduates.

Conclusion

This paper has provided an overview of the literature on role-emerging placements within occupational therapy. Appraisal of earlier literature highlights a mixed rationale for their use in occupational therapy curricula and contrasting opinion regarding their perceived benefits and limitations. However, more recent research suggests that such placements have the potential to act as a catalyst for students' professional growth and development. Role-emerging placements, when effectively planned, set up and supported, therefore appear to offer significant benefits: firstly, by promoting and raising the profile of occupational therapy in new areas of practice; secondly, by making students more politically aware; and, thirdly, by facilitating the development of the self-confidence and strength of identity required for future practice. Further longitudinal research is now needed to explore the impact of role-emerging placements on graduates as well as to evaluate the benefits and limitations for organisations and service users.

References

- Adamson, L. (2005) Inspiring future generations of occupational therapists. *Australian Occupational Therapy Journal* **52**, 269–270.
- Alsop, A. and Donald, M. (1996) Taking stock and taking chances: creating new opportunities for fieldwork education. *British Journal of Occupational Therapy* **59** (11), 498–502.
- Amadi, A. (2013) The prevention and management of delirium; a student OT's perspective. *OT News* **21** (10), 37.

- Baptiste, S. (2005) Changing face of entry to occupational therapy practice; some personal reflections from a person, environment, occupation perspective. *Australian Occupational Therapy Journal* **52** (3), 179–180.
- Bonello, M. (2001) Fieldwork within the context of higher education: a literature review. *British Journal of Occupational Therapy* **64** (2), 93–98.
- Bossers, A., Cook, J., Polatajko, H. and Laine, C. (1997) Understanding the role-emerging fieldwork placement. *Canadian Journal of Occupational Therapy* **64** (1), 70–81.
- Cameron, J. and Morley, M. (2007) NHS jobs: challenges for government, practice and education. *British Journal of Occupational Therapy* **70** (9), 371.
- Casares, G.S. (2003) Impact of the changing health care environment on fieldwork education. *Journal of Allied Health* **32** (4), 246–251.
- Clarke, C. (2012) *Occupational therapy students' experiences of role-emerging placements and their influence on professional practice*. A Thesis Submitted in partial fulfilment of the Requirements of the University of Brighton for the Degree of Doctor of Philosophy. Brighton: University of Brighton.
- Clarke, C. (2014) Emerging from the shadows- the development of an authentic professional identity on role-emerging placements. *British Journal of Occupational Therapy*.
- College of Occupational Therapists (2006) *Developing the occupational therapy profession: providing new work-based learning opportunities for students*. London: COT.
- College of Occupational Therapists (2008) *Standards for education: pre-registration education standards*. London: COT.
- College of Occupational Therapists (2009) *Curriculum guidance for pre-registration education*. London: COT.
- Cooper, R. and Raine, R. (2009) Role-emerging placements are an essential risk for the development of the occupational therapy profession: the debate. *British Journal of Occupational Therapy* **72** (9), 416–418.
- Department of Health (DH) (2010a) *Healthy lives, healthy people: our strategy for public health in England*. London: HMSO.
- Department of Health (DH) (2010b) *A vision for adult social care: capable communities and active citizens*. London: HMSO.
- Department of Health (DH) (2010c) *Equity and excellence: liberating the NHS*. London: HMSO.
- Edwards, M. and Thew, M. (2011) Models of role emerging placements. In *Role emerging occupational therapy* (eds. M. Thew, M. Edwards, S. Baptiste and M. Molineux) pp15–35. Chichester: Wiley-Blackwell.
- Fieldhouse, F. and Fedden, T. (2009) Exploring the learning process on a role-emerging practice placement: a qualitative study. *British Journal of Occupational Therapy* **72** (7), 302–307.
- Fisher, A. and Savin-Baden, M. (2002) Modernising fieldwork, part 2: realising the potential. *British Journal of Occupational Therapy* **65** (6), 275–282.
- Fleming, J.D., Christenson, J., Franz, D. and Letourneau, L. (1996) A fieldwork model for non-traditional community practice. *Occupational Therapy in Health Care* **10** (2), 15–35.
- Fortune, T., Farnworth, L. and McKinstrey, C. (2006) Project-focussed fieldwork: core business or fieldwork fillers? *Australian Occupational Therapy Journal* **53**, 233–236.

- Friedland, J., Polatajko, H. and Gage, M. (2001) Expanding the boundaries of occupational therapy practice through student fieldwork experiences: description of a provincially-funded community development project. *Canadian Journal of Occupational Therapy* **68** (5), 301–309.
- Gilbert Hunt, S. (2006) A practice placement education model based upon a primary health care perspective used in South Australia. *British Journal of Occupational Therapy* **69** (2), 81–85.
- Hart, A., Harris, B., Walker, K., Burgess, S. and Smith, S. (2013) Introducing OT to a mainstream school by role emerging placement. *OT News* **21** (10), 32.
- Health and Care Professions Council (HCPC) (2009) *Standards of education and training*. London: HPC.
- Health and Care Professions Council (HCPC) (2012) *Standards of Education and Training Guidance*. London: HPC.
- Healy, J. (2005) Practice placements: at breaking point? *OT News* **2**, 35.
- Heubner, J. and Tryssenaar, J. (1996) Development of an occupational therapy practice perspective in a homeless shelter: a fieldwork experience. *Canadian Journal of Occupational Therapy* **63** (1), 24–32.
- Higgs, J. and Titchen, A. (2001) Rethinking the practice-knowledge interface in an uncertain world: a model for practice development. *British Journal of Occupational Therapy* **64** (11), 526–533.
- Hocking, C. and Ness, N.E. (2002) *Revised minimum standards for the education of occupational therapists*. Perth: World Federation of Occupational Therapists.
- Hodgetts, S., Hollis, V., Triska, O., Madhill, H. and Taylor, E. (2007) Occupational therapy students' and graduates' satisfaction with professional education and preparedness for practice. *Canadian Journal of Occupational Therapy* **74** (3), 148–160.
- Hook, A. and Kenney, C. (2007) Evaluating role emerging placements. *OT News* **7**, 25.
- Huddleston, R. (1999) Clinical placements for the professions allied to medicine, part 1: a summary. *British Journal of Occupational Therapy* **62** (5), 213–219.
- James, C. and Prigg, A. (2004) A self-directed fieldwork program to provide alternative occupational health placements for undergraduate occupational therapy students. *Australian Occupational Therapy Journal* **51**, 60–68.
- Jung, B., Soloman, P. and Cole, B. (2005) Developing emerging roles in clinical education. In: *Innovations in rehabilitation sciences education: preparing leaders for the future*. (eds. P. Soloman and S. Baptiste) pp41–58. New York: Springer.
- Kearsley, C. (2010) From placement to practice. *OT News* **7**, 30.
- Kearsley, C. (2012) Non-traditional practice placements: a starting point for service development. *British Journal of Occupational therapy* **75** (5), 244–246.
- Kirke, P., Layton, N. and Sim, J. (2007) Informing fieldwork design: key elements to quality in fieldwork education for undergraduate occupational therapy students. *Australian Occupational Therapy Journal* **54**, 13–22.
- Kopp, M.B. and Ishler, K.J. (2001) The rural elderly assessment project: a model for interdisciplinary team training. *Occupational Therapy in health Care* **15**, 13–34.
- Kornblau, J.D. (2001) Creating education to meet health care predictions. *Occupational Therapy in Health Care* **15** (1/2), 219–223.

- Law, M., Stewart, D., Pollock, N., Letts, L., Bosch, J. and Westmorland, M. (1998) *Critical review form– quantitative studies*. Available at <http://www-fhs.mcmaster.ca/rehab/ebp/pdf/quanguidelines.pdf> (accessed January 2008).
- Dall’Alba, G. (2009) *Learning to be professionals*. London: Springer.
- Letts, L., Wilkins, S., Law, M., Stewart, D., Bosch, J. and Westmorland, M. (2007) *Guidelines for critical review form – qualitative studies (version 2)*. Available at <http://www-fhs.mcmaster.ca/rehab/ebp/pdf/qualguidelines.pdf> (accessed January 2008).
- Mackersy, A., Robertson, L. and McKay, W. (2003) Implications of the health reforms for occupational therapy fieldwork education. *New Zealand Journal of Occupational Therapy* **50** (2), 28–33.
- Marsh, J. (2011) Working in liaison psychiatry. *OT News* **7**, 42.
- Molineux, M. and Baptiste, S. (2011) Emerging occupational therapy practice: Building on the foundations and seizing the opportunities. In *Role emerging occupational therapy: maximising occupation-focused practice* (eds. M. Thew, M. Edwards, S. Baptiste and M. Molineux) pp3–14. Chichester: Wiley-Blackwell.
- Mulholland, S. and Derald, M. (2004) Exploring what employers seek when hiring occupational therapists. *Canadian Journal of Occupational Therapy* **71** (4), 223–229.
- Mulholland, S. and Derald, M. (2005) A strategy for supervising occupational therapy students at community sites. *Occupational Therapy International* **12** (1), 28–43.
- Overton, A., Clarke, M. and Thomas, Y. (2009) A review of non-traditional occupational therapy practice placement education: a focus on role-emerging and project placements. *British Journal of Occupational Therapy* **72** (7), 294–301.
- Pattison, M. (2006) OT-Outstanding talent: an entrepreneurial approach to practice. *Australian Occupational Therapy Journal* **53**, 166–172.
- Prigg, A. and Mackenzie, L. (2002) Project placements for undergraduate occupational therapy students: design, implementation and evaluation. *Occupational Therapy International* **9** (3), 210–236.
- Renwick, R., Cockburn, L., Colantonion, A. and Friedland, J. (1994) Preparing students for practice in a changing community environment: an innovative course. *Occupational Therapy International* **3**, 262–273.
- Rodger, S. (2008) Clinical education and practice placements in the allied health professions: an international perspective. *Journal of Allied Health* **37**, 53–62.
- Rodger, S., Thomas, Y., Dickson, D., McBryde, C., Broadbridge, J., Hawkins, R. and Edwards, A. (2007a) Putting students to work: valuing fieldwork placements as a mechanism for recruitment and shaping the future occupational therapy workforce. *Australian Occupational Therapy Journal* **54**, 94–97.
- Rodger, S., Webb, G., Devitt, L., Gilbert, J., Wrightson, P. and McMeeken, J. (2007b) Clinical education and practice placements in the allied health professions: an international perspective. *Journal of Allied Health* **37** (1), 53–62.
- Rodger, S., Thomas, Y., Holley, S., Springfield, E., Broadbridge, J., Greber, C., McBryde, C., Hawkins, R. and Banks, R. (2009) Increasing the occupational therapy mental health workforce through innovative practice education: evaluation of an innovative practice education placement trial in mental health. *Australian Occupational Therapy Journal* **56** (6), 409–417.
- Sadlo, G. and Craik, C. (2005) Time for creative action. *OT News* **3**, 22.

- Sakellariou, D. and Pollard, N. (2012) A commentary on the social responsibility of occupational therapy education. *Journal of Further and Higher Education* **37**, 1–15. doi:10.1080/0309877x.2011.645459.
- Smith, Y.J., Cornella, E. and Williams, N. (2013) Working with populations from a refugee background: An opportunity to enhance the occupational therapy educational experience. *Australian Occupational Therapy Journal*. doi:10.1111/1440-1630.12037.
- Soloman, P. and Jung, B. (2006) An interprofessional role-emerging placement in HIV rehabilitation. *International Journal of Therapy & Rehabilitation* **13** (2), 59–64.
- Sullivan, T.M. and Finlayson, M. (2000) Role-emerging fieldwork: the University of Manitoba approach. *OT Now* **13–14**, 24.
- Swedlove, F. (2006) Expanding horizons for occupational therapy students through fieldwork placements. *Occupational Therapy Now* **8** (5), 22–24.
- Thew, M., Hargreaves, A. and Cronin-Davis, J. (2008) An evaluation of role-emerging practice placement model for a full cohort of occupational therapy students. *British Journal of Occupational Therapy* **71** (8), 348–353.
- Thew, M., Edwards, M., Baptiste, S. and Molineux, M. (2011) *Role emerging occupational therapy: maximising occupation-focused practice*. Chichester: Wiley-Blackwell.
- Thomas, Y. (2008) Inspiration: Moving forward when you do not see the steps. *New Zealand Journal of Occupational Therapy* **56** (1), 12–18.
- Thomas, Y. and Rodger, S. (2011) Successful role emerging placements: it is all in the preparation. In *Role emerging occupational therapy*. (eds. M. Thew, M. Edwards, S. Baptiste and M. Molineux) pp39–53. Chichester: Wiley-Blackwell.
- Thomas, Y., Penman, M. and Williamson, P. (2004) Australian and New Zealand fieldwork: Charting the territory for future practice. *Australian Occupational Therapy Journal* **52** (1), 78–81.
- Tompson, M.M. and Ryan, A.G. (1996) Influences on students during their early fieldwork placements. *Canadian Journal of Occupational Therapy* **63** (3), 173–182.
- Totten, C. and Pratt, J. (2001) Innovation in fieldwork education: working with members of the homeless population in Glasgow. *British Journal of Occupational Therapy* **64** (11), 559–563.
- Turner, A. (2011) The Elizabeth Casson Memorial Lecture 2011: Occupational therapy: a profession in adolescence? *British Journal of Occupational Therapy* **74** (7), 314–322.
- Wilcock, A.A. (2006) *An occupational perspective of health*, 2nd ed. Thorofare, NJ: Slack Incorporated.
- Withers, C. and Shann, S. (2008) Embracing opportunities: stepping out of the box. *British Journal of Occupational Therapy* **71** (3), 122–124.
- Wood, A. (2005) Student practice contexts: changing face, changing place. *British Journal of Occupational Therapy* **68** (8), 375–378.