Models and Strategies for Student Supervision Resource

Allied Health Professionals in Disability

## How to use this resource:

This resource provides a range of models and strategies for supervising Allied Health Professionals in the Disability Sector. University staff may find the resource helpful in facilitating student practicums. Services may utilise the resource to undertake new student placements or improve existing student placements.

The list of strategies is not intended to be prescriptive nor exhaustive. It is assumed the reader is a lifelong learner who will seek out further information to interpret and apply the strategies that are appropriate for them and discover other strategies not contained in this resource.

# Speech Pathologist/ Occupational Therapist/ Physiotherapist (Model)

## Collaborative Model / Peer Coaching model (>2:1 model)

| Description | Comments and Links |
| --- | --- |
| * One Allied Health Professional (AHP) supervises two or more students.
* Emphasis on peer and self-directed learning.
* Students support each other and work together and the AHP acts as a resource.
 | * [Fact Sheet benefits: https://otpecq.group.uq.edu.au/files/1279/Fact%20Sheet%201\_5%20Benefits%20of%20the%20Collaborative%20StudentPlacement%20Model%281%29.pdf](https://otpecq.group.uq.edu.au/files/1279/Fact%20Sheet%201_5%20Benefits%20of%20the%20Collaborative%20StudentPlacement%20Model%281%29.pdf) (also copied into Appendix 1)
* [Suggestion Sheet- increasing efficiency with collaborative model:: https://otpecq.group.uq.edu.au/files/1234/Suggestion%20Sheet%201\_3%20Increasing%20Efficiency%20Using%20the%20Collaborative%20Model.pdf](https://otpecq.group.uq.edu.au/files/1234/Suggestion%20Sheet%201_3%20Increasing%20Efficiency%20Using%20the%20Collaborative%20Model.pdf) (also copied into Appendix 1)
 |
| * Students exposed to experiences they otherwise would not have experienced.
 | * [Evidence in Speech Pathology: : https://www.researchgate.net/publication/235602607\_A\_systematic\_review\_of\_the\_collaborative\_clinical\_education\_model\_to\_inform\_speech-language\_pathology\_practice](https://www.researchgate.net/publication/235602607_A_systematic_review_of_the_collaborative_clinical_education_model_to_inform_speech-language_pathology_practice) (also copied into Appendix 9)
* [Summary and video: http://www.clinedaus.org.au/topics-category/placement-models-and-approaches-to-supervision-88](http://www.clinedaus.org.au/topics-category/placement-models-and-approaches-to-supervision-88) (also copied into Appendix 10)
* [Video example of supervision of multiple students: https://www.youtube.com/watch?v=tOCVhXBFm3A&feature=youtu.be](https://www.youtube.com/watch?v=tOCVhXBFm3A&feature=youtu.be)
* [Video on benefits of collaborative placements: https://www.youtube.com/watch?v=a4X-j6G-Ubk](https://www.youtube.com/watch?v=a4X-j6G-Ubk)
* [Student perspective: https://www.youtube.com/watch?v=YK8wMy2qwOg](https://www.youtube.com/watch?v=YK8wMy2qwOg)
 |

## Student partner Model

| Description | Comments and Links |
| --- | --- |
| * Students at advanced course level mentor other students (eg. 3rd Year students mentor 1st Year students; 4th Year students mentor 2nd Year students).
* Less direct supervision required.
 | * Cross Peer Mentoring Model: Implementation into practice: succinct manual for pairing senior students with junior students, with the practice educator guiding the overall experience. Helpful risk matrix.

[Cross Peer Mentoring Model: https://www.heti.nsw.gov.au/\_\_data/assets/pdf\_file/0010/428482/GMICTN-Cross-Year-Peer-Mentoring-Project-Final.pdf](https://www.heti.nsw.gov.au/__data/assets/pdf_file/0010/428482/GMICTN-Cross-Year-Peer-Mentoring-Project-Final.pdf) (also copied into Appendix 2) |

## Multiple Mentoring Model

| Description | Comments and Links |
| --- | --- |
| * Multiple AHPs to multiple students.
* Promotes collegiality as students use one another as resources and opportunity to observe different educators approaching similar situations.
* AHPs have opportunity to work with students according to their strengths and interests.
* Allows more students at one time, while minimising stress on any one AHP.
 | * Fact Sheet: [Fact Sheet - Benefits of Multiple Mentoring Placement: https://otpecq.group.uq.edu.au/files/1222/Fact%20Sheet%201\_8%20Benefits%20of%20the%20Multiple%20Mentoring%20Student%20Placement%20Model.pdf](https://otpecq.group.uq.edu.au/files/1222/Fact%20Sheet%201_8%20Benefits%20of%20the%20Multiple%20Mentoring%20Student%20Placement%20Model.pdf) (also copied into Appendix 1)
* [Suggestion Sheet – increasing efficiency with multiple mentoring: https://otpecq.group.uq.edu.au/files/1243/Suggestion%20Sheet%201\_6%20Increasing%20Efficiency%20with%20the%20Multiple%20Mentoring%20Model.pdf](https://otpecq.group.uq.edu.au/files/1243/Suggestion%20Sheet%201_6%20Increasing%20Efficiency%20with%20the%20Multiple%20Mentoring%20Model.pdf) (also copied into Appendix 1)
* [Video from supervisor’s perspective: https://www.youtube.com/watch?v=BrMTn6vCx54](https://www.youtube.com/watch?v=BrMTn6vCx54)
 |

## Inter-agency Model

| Description | Comments and Links |
| --- | --- |
| * Public, independent and voluntary sectors collaborate to provide part-time placements in related fields.
* Sharing responsibility for student learning
* Merges traditional with role-emerging models and provides independent as well as role-modelled learning.
* Option for part-time AHPs or unpredictable caseload fluctuations.
 | N/A |

## Interprofessional Model

| Description | Comments and Links |
| --- | --- |
| * Students supervised by staff of different allied health discipline.
* If an assessable placement, assessment completed by supervisor of students discipline.
 | * [Video of supervisor’s perspective: https://www.youtube.com/watch?v=BrwaUhrkdcg](https://www.youtube.com/watch?v=BrwaUhrkdcg)
* Video example of a model taking components from both Peer Coaching and Interprofessional Models: Developing interprofessional student leadership placement model in Broken Hill, NSW Health: [Rural Innovations Changing Healthcare Forum 2017: https://www.aci.health.nsw.gov.au/resources/rural-health/rural-innovation-changing-healthcare-forums/rich-2017](https://www.aci.health.nsw.gov.au/resources/rural-health/rural-innovation-changing-healthcare-forums/rich-2017)
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## Project-focused Model

| Description | Comments and Links |
| --- | --- |
| * Student (or students) develop a service or a resource.
* With or without on-site clinical supervision, but with on-site supervision by a staff member of the agency.
* An option for private practice where opportunity for experience with a steady caseload of suitable clientele for the student is limited.
 | * Fact Sheet- benefits: [Fact sheet - Benefits of Project Focused Placements: https://otpecq.group.uq.edu.au/files/1219/Fact%20Sheet%201\_7%20Benefits%20of%20Project%20Focused%20Placements.pdf](https://otpecq.group.uq.edu.au/files/1219/Fact%20Sheet%201_7%20Benefits%20of%20Project%20Focused%20Placements.pdf)(also copied into Appendix 1)
* Suggestion Sheet:[Fact Sheet - Setting up & Managing a Project Placement: https://otpecq.group.uq.edu.au/files/1240/Suggestion%20Sheet%201\_5%20Setting%20up%20and%20Managing%20a%20Project%20Placement.pdf](https://otpecq.group.uq.edu.au/files/1240/Suggestion%20Sheet%201_5%20Setting%20up%20and%20Managing%20a%20Project%20Placement.pdf)(also copied into Appendix 1)
* Video Autism Gold Coast – Practice Educator Perspective on students producing NDIA brochure resource**:** [Video Autism Gold Coast (NDIA brochure: https://www.youtube.com/watch?v=sB-yC0EBbx4](https://www.youtube.com/watch?v=sB-yC0EBbx4)
* [Video Student perspective: https://www.youtube.com/watch?v=Yhe6034X\_8c](https://www.youtube.com/watch?v=Yhe6034X_8c)
 |

## Role-emerging Model

| Description | Comments and Links |
| --- | --- |
| * Student undertakes placement without on-site supervision in their discipline in a setting where their discipline’s services are not routinely provided but potential exists for a role to emerge.
* Promotes more autonomous and self-directed learning.
* Day-to-day support and supervision provided by member of staff not from their discipline at the placement.
* Formal supervision and assessment is carried out by AHP of students discipline arranged by the facility or University.
* Can be merged with traditional or inter-agency placement.
 | * [Fact Sheet – benefits of role-emerging placements (OT): https://otpecq.group.uq.edu.au/files/1216/Fact%20Sheet%201\_6%20Benefits%20of%20Role%20Emerging%20Placements.pdf](https://otpecq.group.uq.edu.au/files/1216/Fact%20Sheet%201_6%20Benefits%20of%20Role%20Emerging%20Placements.pdf) (also copied into Appendix 1)
* [Suggestion sheet – setting up and managing role emerging placements: https://otpecq.group.uq.edu.au/files/1237/Suggestion%20Sheet%201\_4%20Setting%20up%20and%20Managing%20a%20Role%20Emerging%20Placement.pdf](https://otpecq.group.uq.edu.au/files/1237/Suggestion%20Sheet%201_4%20Setting%20up%20and%20Managing%20a%20Role%20Emerging%20Placement.pdf) (also copied into Appendix 1)
* [Video on development of role emerging placement: https://www.youtube.com/watch?v=yH6S0do0KaY](https://www.youtube.com/watch?v=yH6S0do0KaY)

[Video reviewing learning and service provision following placement: https://www.youtube.com/watch?v=w0GDqQKPMOk](https://www.youtube.com/watch?v=w0GDqQKPMOk) |

## Shared Placement Model

| Description | Comments and Links |
| --- | --- |
| * Supervision shared between two therapists within a workplace.
* Therapists may be working in different focus areas.
* Option for practitioner who works part-time, or if caseload is coupled with senior or management duties.
 | [Example of shared placement: https://www.youtube.com/watch?v=4CuP47mMDbM&feature=youtu.be](https://www.youtube.com/watch?v=4CuP47mMDbM&feature=youtu.be) |

## Participatory community practice model

| * Description
 | Comments and Links |
| --- | --- |
| * Students usually work in pairs with long arm supervision from the university, direct supervision from a staff member who may or may not be from the same discipline.
* The students take a community development approach to the placement.
 | N/A |

## Apprenticeship Model

| Description | Comments and Links |
| --- | --- |
| * One student per AHP who provides direct supervision and role-modelling throughout the placement.
* The degree of supervision and the amount of responsibility given to the student may vary, depending on context.
 | * [Example of supervising individual students/multiple students: https://www.youtube.com/watch?v=H0CrkTrLtHk&feature=youtu.be](https://www.youtube.com/watch?v=H0CrkTrLtHk&feature=youtu.be)
 |

# Speech Pathologist/ Occupational Therapist/ Physiotherapist (Strategies)

## Get whole of organisation on board

| Details | Links |
| --- | --- |
| * Staff consider students as part of their role.
* The organisation considers students as part of their core business.
* Discuss benefits of students as potential future staff and sources of current resources and practice.
* Consider emerging roles.
 | * [Benefits of student placement: https://otpecq.group.uq.edu.au/resources-publications/clinical-educators-resource-kit/pre-placement-considerations-student-clinical-education/benefits-providing-student-placement](https://otpecq.group.uq.edu.au/resources-publications/clinical-educators-resource-kit/pre-placement-considerations-student-clinical-education/benefits-providing-student-placement) (also copied into Appendix 3)
* [Cost and Benefits of Clinical Education: https://www.saxinstitute.org.au/wp-content/uploads/The-costs-and-benefits-of-providing-undergraduate-student-clinical-place....pdf](https://www.saxinstitute.org.au/wp-content/uploads/The-costs-and-benefits-of-providing-undergraduate-student-clinical-place....pdf)

[Cost and Benefits of Clinical Education 2: https://academic.oup.com/labmed/article-pdf/30/11/714/24957286/labmed30-0714.pdf](https://academic.oup.com/labmed/article-pdf/30/11/714/24957286/labmed30-0714.pdf) (also copied into Appendix 4)* Evidence that students do not decrease productivity or take time from patient care: [Collaborative model of clinical education in physical and occupational therapy at the Moya Clinic: https://www.ncbi.nlm.nih.gov/pubmed/19753424](https://www.ncbi.nlm.nih.gov/pubmed/19753424) (also copied into Appendix 5)
* Outcomes including patient care and satisfaction: [Learning in student-run clinics: a systematic review: https://www.ncbi.nlm.nih.gov/pubmed/25693985](https://www.ncbi.nlm.nih.gov/pubmed/25693985) (also copied into Appendix 5)
* [Online training: Building the Allied Health Workforce for an NDIS Future: Service Provider sections: http://www.openlearning.com/courses/ndis](http://www.openlearning.com/courses/ndis) (also copied into Appendix 5)
* Online resource for Allied Health Student Placements in NDIS. Sections for Educators, Services, Students and Participants. Includes checklist, videos and brief summaries for each section. [Future Allies: http://futureallies.com.au/](http://futureallies.com.au/)
 |

## Flexible date and time arrangements

| Detail | Links |
| --- | --- |
| * Be flexible about placement start and finish dates and start and finish times each day.
* Work around school holidays.
* Offer longer part time placements.
* Overlap placements where experienced students orient new students thereby lessening the burden on the AHP.
 | * [UQ OT: Making Student Supervision suit you: https://otpecq.group.uq.edu.au/education-placements/placement-options-and-models](https://otpecq.group.uq.edu.au/education-placements/placement-options-and-models) (also copied into Appendix 3)
 |

## Number of students at one time to suit organisation.

| Detail | Links |
| --- | --- |
| * Consider if all from the same level or mixture of senior and junior students.
* Consider if all will be from one discipline, or from multiple disciplines.
* Consider if all from same university.
 | N/A |

## Scholarship placement

| Detail | Links |
| --- | --- |
| * Allowing organisation to select an appropriate student matched to their workplace needs.
 | N/A. |

## Develop working relationships with university

| Detail | Links |
| --- | --- |
| * Start small – pick one university or course and test processes and time commitments.
* Be proactive in support for students not meeting expectations
 | * Online training: Building the Allied Health Workforce for an NDIS Future: Allied Health University Stakeholder and Service Provider sections: [Building the Allied Health Workforce for an NDIS Future: : http://www.openlearning.com/courses/ndis](http://www.openlearning.com/courses/ndis)
 |

## Supervision viewed as part of AHP’s professional development.

| Detail | Links |
| --- | --- |
| * Time that would be committed to AHP’s professional development could be invested in student supervision. Normally this would “non-billable” time.
 | * Video of ideas on how to facilitate student placement (Lifestart.org.au): [Case Study on Student Placements: https://www.ndp.org.au/new-to-the-sector-tab/student-placement-hub](https://www.ndp.org.au/new-to-the-sector-tab/student-placement-hub)
 |

## Supervisors don’t have to be most experienced staff members

| Detail | Links |
| --- | --- |
| * Start supervising early then it’s a part of AHPs work rather than trying to do this in the future and “fit it in”.
* The more AHP’s supervise the more efficient it gets and more embedded as a function.
 | N/A. |

## Training of supervisors

| Detail | Links |
| --- | --- |
| * E-learning and videos on how to support students.
 | * Online training: Building the Allied Health Workforce for an NDIS Future: Service Provider sections:

[Building the Allied Health Workforce for an NDIS Future: http://www.openlearning.com/courses/ndis](http://www.openlearning.com/courses/ndis)* [NDP: Videos, tools and templates:: https://www.ndp.org.au/index.php?option=com\_content&view=article&id=757:first-time-supervisors&catid=64:student-placement-hub](https://www.ndp.org.au/index.php?option=com_content&view=article&id=757:first-time-supervisors&catid=64:student-placement-hub)
* [Videos on supervision of Rural and Remote Students: http://www.health.wa.gov.au/wactn/home/wachs\_resources.cfm](http://www.health.wa.gov.au/wactn/home/wachs_resources.cfm)
 |
| * The Superguide
 | * HETI Allied Health Supervision: Not for supervision of students, however concepts and templates could be utilized: [HETI Allied Health Supervision: https://www.heti.nsw.gov.au/education-and-training/our-focus-areas/allied-health/clinical-supervision](https://www.heti.nsw.gov.au/education-and-training/our-focus-areas/allied-health/clinical-supervision) (also copied into Appendix 6)
 |
| * Adult learning theory
 | * [Adult learning theory: https://otpecq.group.uq.edu.au/resources-publications/clinical-educators-resource-kit/approaches-clinical-education/adult-learning-theory](https://otpecq.group.uq.edu.au/resources-publications/clinical-educators-resource-kit/approaches-clinical-education/adult-learning-theory) and [Principle of Adult learning: https://ala.asn.au/adult-learning/the-principles-of-adult-learning/](https://ala.asn.au/adult-learning/the-principles-of-adult-learning/) (also copied in Appendix 3)
 |
| * Templates
 | * [Templates for self-directed learning, orientation: https://otpecq.group.uq.edu.au/resources-publications/templates-and-worksheets](https://otpecq.group.uq.edu.au/resources-publications/templates-and-worksheets) (also copied into Appendix 3)
 |
| * Guide to Supervision including templates
 | * [Enabling Clinical Supervision skills: https://bond.edu.au/files/1428/Enabling%20Clinical%20Supervision%20Skills%20%28ECSS%29.pdf](https://bond.edu.au/files/1428/Enabling%20Clinical%20Supervision%20Skills%20%28ECSS%29.pdf) (also copied into Appendix 7)
 |
| * Attend university supervision education. Contact university
 | N/A. |
| * Rural and Remote
 | * [SARRAH: https://sarrah.org.au/content/supervision](https://sarrah.org.au/content/supervision)
* [Going Rural Health: https://goingruralhealth.com.au/](https://goingruralhealth.com.au/)
 |
| * Occupational Therapy specific resources:
* SPEF-R
 | * [SPEF-R– assessment Occupational Therapy Student competence: https://spef-r.shrs.uq.edu.au/](https://spef-r.shrs.uq.edu.au/)
 |
| * Speech Pathology specific resources:
* COMPASS
 | * Speech Pathology Australia (SPA)’s Clinical Education in Australia: Building a Profession for the Future, 2017 – available to members
* COMPASS – assessment Speech Pathology Student competence: [COMPASS: https://www.speechpathologyaustralia.org.au/SPAweb/Resources\_For\_Speech\_Pathologists/COMPASS/COMPASS\_\_Resources/spaweb/Resources\_for\_Speech\_Pathologists/COMPASS/COMPASS\_\_Resources.aspx?hkey=aaf9152a-718b-4172-9f71-c49994535cbb](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/COMPASS/COMPASS__Resources/spaweb/Resources_for_Speech_Pathologists/COMPASS/COMPASS__Resources.aspx?hkey=aaf9152a-718b-4172-9f71-c49994535cbb)
 |
| * Physiotherapy specific resources:
* APP
 | * The Assessment of Physiotherapy Practice (APP) online portal and useful resources. Apply for access: [The Assessment of Physiotherapy Practice (APP) online portal and useful resources: https://www.applinkup.com/](https://www.applinkup.com/)
 |

## Develop or utilise efficient processes and systems to support Student Supervision

| Detail | Links |
| --- | --- |
| * Initial investment in time then supervisors save time before, during and after a placement.
* Documents/template: Supervision agreements, logs, checklists, evaluation of supervision
 | * The Superguide: Not for supervision of students, however concepts and templates could be utilized: [The Superguide: https://www.heti.nsw.gov.au/education-and-training/our-focus-areas/allied-health/clinical-supervision](https://www.heti.nsw.gov.au/education-and-training/our-focus-areas/allied-health/clinical-supervision) (also copied into Appendix 6)
* [AHP resource kit: https://otpecq.group.uq.edu.au/resources-publications/clinical-educators-resource-kit](https://otpecq.group.uq.edu.au/resources-publications/clinical-educators-resource-kit)
* Appendices of SA health Allied Health Clinical Supervision Framework: Not for supervision of students, however concepts and templates could be utilized: [Appendices of SA health Allied Health Clinical Supervision Framework: https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/resources/allied+health+clinical+supervision+framework](https://www.sahealth.sa.gov.au/wps/wcm/connect/public%2Bcontent/sa%2Bhealth%2Binternet/resources/allied%2Bhealth%2Bclinical%2Bsupervision%2Bframework) (also copied into Appendix 8)
* SPA members can access a number of tools for placements
 |

## Dedicated staff member to manage student placements

| Detail | Links |
| --- | --- |
| * Coordinate student placements.
* Does not have to be a stand-alone role.
* Does not necessarily provide supervision.
* Does not have to be a clinician eg. A HR officer
 | N/A. |

## Outsource aspects of paperwork and processes to other staff

| Detail | Links |
| --- | --- |
| * Consider documents and processes that can be HR’s responsibility or responsibility of learning and development officer, staff mentor or another role.
 | N/A. |

## External AHP

| Detail | Links |
| --- | --- |
| * AHPs not employed by organisation provide supervision in your organisation.
* Discuss possibilities with University.
* Consider multiple organisations sharing cost of external supervisor.
 | N/A. |

## Non- assessable placements

| Detail | Links |
| --- | --- |
| * Assessment tools are not completed eg. observation or project placements.
 | N/A. |

## Volunteers and Disability Support Workers

| Detail | Links |
| --- | --- |
| * Consider encouraging Allied Health students to apply for volunteer or Disability Support Worker roles prior to or following their placement.
 | * [Care careers job search in disability: https://www.carecareers.com.au/](https://www.carecareers.com.au/)
 |

## Mentoring student on placement in another organisation

| Detail | Links |
| --- | --- |
| * AHPs act as mentors for a student on placement in another organisation and a reciprocal arrangement exists.
* Shares the support needs of the placement.
 | N/A. |

## Use technology for supervision

| Detail | Links |
| --- | --- |
| * Tele-health, tele-supervision and tele-conferencing can be utilised to link AHPs to off-site students or vice versa.
 | * Holoporting: video of doctor working with remote nurse at patient’s home, but application opportunities for technology in student supervision: (also copied into Appendix 5)
* [Silverchain Holoporting: https://www.youtube.com/watch?v=6\_bKgk3jfyk](https://www.youtube.com/watch?v=6_bKgk3jfyk)
 |

## Utilise existing student resources for learning

| Detail | Links |
| --- | --- |
| * To support students on placement
* Technology to link student to university staff.
 | * Online training: Building the Allied Health Workforce for an NDIS Future: Allied Health Student sections: [Building the Allied Health Workforce for an NDIS Future: http://www.openlearning.com/courses/ndis](http://www.openlearning.com/courses/ndis)
* [Student placement hub: https://www.ndp.org.au/new-to-the-sector-tab/student-placement-hub/students](https://www.ndp.org.au/new-to-the-sector-tab/student-placement-hub/students)
* [Simulation: https://goingruralhealth.com.au/](https://goingruralhealth.com.au/)
 |

## Utilise existing resources on working with people with disabilities

| Detail | Links |
| --- | --- |
| Students can utilise these resources prior or on placement: |  |
| * WHO ICF
 | * International Classification of Functioning, Disability and Health (ICF) resources including e-learning, WHODAS 2.0 and Practical Manual with guidance on how to apply the ICF concepts and framework in practice.

[International Classification of Functioning, Disability and Health (ICF) resources : http://www.who.int/classifications/icf/en/](http://www.who.int/classifications/icf/en/) |
| * NDIS
 | * Videos of people with disability and carers discussing services and supports through NDIS: [Video stories NDIS: https://www.ndis.gov.au/news/stories](https://www.ndis.gov.au/news/stories)
* NDIS Provider toolkit includes measuring outcomes and reporting: [NDIS Provider toolkit: https://www.ndis.gov.au/providers](https://www.ndis.gov.au/providers)
 |
| * Restrictive practices
 | * SPA members can access FAQs on Restrictive Practices.
 |
| * ID health education
 | * [Learning in intellectual disability mental health: http://www.idhealtheducation.edu.au/](http://www.idhealtheducation.edu.au/)
 |
| * Disability and Mental Health
 | * [Disability and mental health: http://co28yo.magix.net/DualDisabilityWebModule/introduction.htm](http://co28yo.magix.net/DualDisabilityWebModule/introduction.htm)
 |
| * Resource to support practitioners to provide services to people who are deaf or hard of hearing, focus on mental health system
 | * [Metro South Mental Health: https://metrosouth.health.qld.gov.au/mental-health/services/deafness-and-mental-health](https://metrosouth.health.qld.gov.au/mental-health/services/deafness-and-mental-health)
 |
| * Dementia information
 | * [Online training modules for health professionals and students working with people living with dementia: https://trello.com/b/9DR10CYG/dementia-information-and-education](https://trello.com/b/9DR10CYG/dementia-information-and-education)
 |
| * Royal Institute for Deaf and Blind Children (RIDBC).
 | * [Royal Institute for Deaf and Blind Children (RIDBC) online modules and webinars: https://shortcourses.ridbc.org.au/](https://shortcourses.ridbc.org.au/)
 |
| * General disability resources:
 | * [Planning and goal setting: http://picturemyfuture.com/](http://picturemyfuture.com/)
* [E-Learning on disability: https://www.disabilitymatters.org.uk/](https://www.disabilitymatters.org.uk/)
 |
| * Children with Disability
 | * [Children with Disability: https://raisingchildren.net.au/disability](https://raisingchildren.net.au/disability)
 |

## Understand current funding rules

| Detail | Links |
| --- | --- |
| * Ensure current knowledge of scheme rules around student services and if any fees can be charged for this service.
* Ensure current knowledge of University Student Placement Fees.
 | * [NDIS: Are AHP students/provisional psychologists on clinical/practice placement able to provide services to NDIS participants?: https://providertoolkit.ndis.gov.au/frequently-asked-questions](https://providertoolkit.ndis.gov.au/frequently-asked-questions%20)

(also copied into Appendix 5)* [Videos on strategies for student placements and the NDIS: https://vimeo.com/channels/953086](https://vimeo.com/channels/953086)
 |

## Utilise existing mentoring programs

| Detail | Links |
| --- | --- |
| * Students or supervisors could benefit from mentoring programs.
 | * Mentorlink available for OTs who are members of OT Australia: [Occupational Therapy Australia: https://www.otaus.com.au/](https://www.otaus.com.au/)
* SPA members can request to be linked as mentors or mentees. [Speech Pathology Australia: http://speechpathologyaustralia.org.au/](http://speechpathologyaustralia.org.au/)
 |

## Reflective practice

| Detail | Links |
| --- | --- |
| * engage organisation, practice educators, students and universities in reflective practice processes to improve placement quality
 | * [The iQIPP-AH is obtained by emailing university:: https://www.ndp.org.au/images/NDP\_Navigation/NewToSector/IQIPP-AH-Guide.pdf](https://www.ndp.org.au/images/NDP_Navigation/NewToSector/IQIPP-AH-Guide.pdf)
 |

## Use technologies to link AHPs to each other

| Detail | Links |
| --- | --- |
| * Linking supervisors of different disciplines in disability to each other.
 | * [National Disability Practitioners members access Allied Health Hub: https://www.ndp.org.au/](https://www.ndp.org.au/)
* Holoporting: video of doctor working with remote nurse at patient’s home. Consider if this technology could link AHP’s. Silverchain Holoporting: (also copied into Appendix 5) [Holoporting: https://www.youtube.com/watch?v=6\_bKgk3jfyk](https://www.youtube.com/watch?v=6_bKgk3jfyk)
 |

## Use technologies to link students to each other

| Detail | Links |
| --- | --- |
| * Discipline specific email, chat rooms, blogs.
* Holoporting opportunities.
 | * Discuss with university mentoring and support programs already existing that students can use whilst on placement.
* Silverchain Holoporting: video of doctor working with remote nurse at patient’s home. [Application opportunities in linking students for discussion or observation:: https://www.youtube.com/watch?v=6\_bKgk3jfyk](https://www.youtube.com/watch?v=6_bKgk3jfyk)
 |

## Use technologies to link students to disability communities of practice

| Detail | Links |
| --- | --- |
| * Occupational Therapy specific resources
* Physiotherapy specific resources
* Speech Pathology specific resources
 | * Occupational Therapy Australia members in WA can join Special Interest Group for: NDIS
* Australian Physiotherapy Association members can join the National Disability Physiotherapy Group
* AGOSCI – Australian Group on Severe Communication Impairment. Open to people with disabilities, family members, carers, therapists, teachers: [AGOSCI: https://www.agosci.org.au/](https://www.agosci.org.au/)
* SPA members can join closed member communities for:
* Disability
* Early Careers
* Rural and Remote
* Mental Health
* Private Practice
* WA Branch
* SPA members can join Special Interest Groups for:
* Speech Pathologists in Adult Disability
* Speech Pathologists in Vision Impairment Network
 |

# Notes/Additional Items

Enter note and additional items.