

## Appendix 2: Senior Fresh Timelines and Expectations for Practice Education



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### Discipline of Occupational Therapy

## Timelines and Expectations for Practice Education: Senior Fresh (2<sup>nd</sup> Year) 8 week placement

### Guidelines for the Practice Educator

This list of competencies is not exhaustive, it is intended as a guide to give some clarity on expectations of performance and some trigger questions or comments that may be useful to elicit these. All skills once developed must continue to be demonstrated and used throughout the placement in order to achieve/maintain competency.

Information relating to caseload numbers and types of intervention with clients are generalised here. These may need to be considered in individual sites and tailored specifically as they will vary depending on type of setting, clients and intensity of intervention.

Skills are broken down into competency areas as detailed on the Practice Education Assessment Form, namely

- Professional Behaviours
- Professional Development
- Communication
- Occupation
- Occupational Therapy Process

For each competency area details are given for knowledge, skills and attitudes to be demonstrated in order to achieve and display competent behaviour.

Some trigger questions/statements for the Practice Educator to use are also provided, the aim of these is to help Practice Educators elicit information and encourage thinking and problem solving skills from the student.

## **WEEK 1 – 2**

### **Occupation**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Observe sessions and be able to articulate (written or verbal), what activities were used.
- Complete reading relevant to the setting (as specified by the setting) e.g. on relevant conditions, assessments, client occupations.
- Demonstrate broad view of the client i.e. family unit.

#### **Trigger questions/statements**

- What activities or occupations did the client participate in?
- What exactly did you observe?
- What were the client's abilities and difficulties?
- Identify assessments, standardised and non-standardised, used in the setting, and prioritise which ones to read up on.

### **Communication**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Actively verbalise thoughts and opinions on observations/reading.
- Ask questions.
- Actively communicate with your Practice Educator.
- Record sessions/observations e.g. SOAP notes or format used on site, from week 2.

#### **Trigger questions/statements**

- Throughout placement, thinking something does not let your practice educator or practice tutor know you know it. Don't worry about getting things wrong, you are here to learn. Saying something out loud or writing it down helps you process it further, it allows us to guide you to the next level or clear up any confusion on a particular topic.

### **Occupational Therapy Process**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Have detailed clear knowledge of at least one conceptual model.
- Record written observations on therapy sessions and discuss these.
- Review files prior to a session or files identified for caseload.
- Develop awareness of assessments in department and what areas they cover.

#### **Trigger questions/statements**

- What conceptual model do you think is primarily used in the setting?
- Discuss your observations after sessions or at formal supervision.
- Practice assessments and assessment methods with peers if multiple students on site.

### **Professional Behaviours**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Never discuss clients outside of the clinical setting.
- Do not have conversations about clients on the corridors or in the canteen.
- Never remove information relating to clients from the clinical site.
- Demonstrate knowledge and understanding of department procedures on attendance and appropriate professional behaviour.

- Present self in appropriate clothing, wear name badge, make sure you are clean and with hair well groomed and tidy.
- Introduce self to others as appropriate.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Present written information in a timely and professional manner.

**Trigger questions/statements**

- Do not divulge personal information such as personal telephone number, address, etc..
- Try not to worry about things, stay calm, be yourself and ask questions if you are not sure of something.

**Professional Development**

**Specifics of knowledge/skills/attitude to be demonstrated**

- Source and complete reading requirements and any other necessary information.
- Begin to set learning contract goals with assistance.
- Ask questions, make observations.

**Trigger questions/statements**

- What do you think you can achieve in your first two weeks here, what might help you to settle in and feel more comfortable and oriented?
- Identify the main conditions and theory bases used in the setting with the student and get them to read up on them or discuss them.
- Students should be able to articulate their learning style and incorporate this in setting learning objectives.

## **WEEK 3-4**

### **Occupation**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Complete detailed analysis of activities.
- Show an understanding of what you can use different activities for.
- Show an understanding of and an ability to adapt or modify an activity in order to enable occupation.
- Identify how or why an activity is meaningful to a client.

#### **Trigger questions/statements**

- What are the properties of (a particular activity)?
- How might you change or adapt it to suit different clients?

### **Communication**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Bring up any questions or problems you may have.
- Actively communicate with all members of the department.
- Verbalise observations/ information gathered on a client in a structured logical manner.
- Accept feedback positively and follow through on advice given.
- Introduce yourself to clients in a clear professional manner, interact with clients appropriately, enhancing not interfering with session.
- Answer phone in department in a professional manner, clearly identifying the Occupational Therapy department and who you are.
- Continue to develop note writing skills e.g. if using SOAP notes now structuring notes correctly.
- Ask for clarification if you do not understand something or are not clear on what is expected of you.

#### **Trigger questions/statements**

- When you get feedback identify what concrete change in your behaviours or actions you can undertake to put this learning into place and show that you have taken it on board.
- Try not to worry or feel self-conscious when talking to clients or other staff, you talk to people all the time and have skills here.
- Describe what happened in that session.
- Tell me something you observed about that client.

### **Occupational Therapy Process**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Begin to demonstrate the use of a conceptual model to develop an overall picture of a client and family unit.
- Having identified priority assessments and read these, observe their clinical use displaying an understanding of why this was appropriate for this client.
- Observe sessions and write notes reflecting observations.
- Discuss sessions and reflect on therapists' choice of activity and what skills they were working on.
- Develop an assessment plan for a client on their caseload and discuss.
- Be aware of frames of reference used in this setting, be familiar with principles of same.

- Be familiar with group protocols.

#### **Trigger questions/statements**

- Ask the student to discuss a client using a conceptual model as a structure and utilising the language of the model.
- After a session ask the student what skill or information they think you were trying to elicit by use of a particular activity.
- Can you attempt to come up with two or three possible reasons for difficulties you are observing with a client?
- Identify the main assumptions of a frame of reference identified as used in the setting.

### **Professional Behaviours**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Assist in set up of a room for a session and clearing of the room, including sterilising equipment.
- Safely store equipment/toys back in their place.
- Follow through on all tasks.
- Respect clients' and carers'/parents' attitudes and skills.
- Respect families' choices and priorities and work with them.
- Be aware of department policies and procedures and how they relate to Occupational Therapists working.
- Manage stress and anxiety. Be calm, if circumstances and demands change approach this in a calm logical manner. Prepare as best you can.
- Become familiar with all equipment in the department and its use, do not waste material resources.
- Be prepared for meetings and sessions.
- Have written work completed and given to your Practice Educator in a timely manner.

#### **Trigger questions/statements**

- If you are not clear of what you are supposed to do or what is expected of you, ask, don't worry and stress.
- Be on time for meetings and sessions.
- Consider how you are presenting yourself in terms of your attitude and approach to things, do what you need to do to keep relaxed and non-stressed.

### **Professional Development**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Engage in formal and in-formal supervision, ask questions, give information/observations, ask for feedback, respond to feedback.
- Complete full learning contract with support.
- Attend supervision with relevant documentation completed e.g. pre-supervision form, updated learning contract.
- Verbally identify what areas you feel you have good knowledge and skill in and where gaps may be present.

#### **Trigger questions/statements**

- Keep asking questions, letting us know what you are seeing and thinking.
- Set learning objectives in your learning contract that are clear and observable.
- It is easy to identify what you don't know or can't do in a setting that is very new to you, ensure you can articulate what you are good at also.

## **WEEK 5-6**

### **Occupation**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Choose appropriate activities for a client of a particular age and ability.
- Engage a client in meaningful occupation.
- Demonstrate an awareness of the impact of the environment on a client.
- Use activities to promote goal attainment.

#### **Trigger questions/statements**

- Why did you choose this activity?
- How is it relevant or motivating for the client?
- How did the setup for a particular activity enable/disable the client.

### **Communication**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Interact and engage with clients/carers.
- Continue developing note skills now needing fewer corrections on content.
- Continue to actively observe clients and reflect on these observations, identifying abilities and difficulties.
- Identify specific need to liaise with other multidisciplinary team members independently.
- Clearly communicate in a group setting, e.g. team meeting, therapy group.
- Partake/assist in the facilitation of a group.

#### **Trigger questions/statements**

- Tell me what you observed about the client. Why do you think they did or said that?

### **Occupational Therapy Process**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Review Occupational Therapy file and identify areas for assessment (for approx 2 clients)
- Gather information on a client accurately from medical chart.
- Plan sessions for approximately 2 clients with assistance
- Feedback with Practice Educator after sessions reflecting on your performance in the parts you assisted in, what went right or needs to be changed, present observations on the client in a clear logical manner establishing ongoing priorities and goals.
- Display ability to actively engage clients in activities.
- Carry out part or full sessions under supervision, (approximately 2 clients).
- Prepare for group intervention, using goals plan sessions, in collaboration.
- Carry out 1 or 2 assessments and score under supervision.
- Complete detailed reading on relevant frames of reference.
- Demonstrate use of conceptual model to develop an overall picture of a child and family/client.
- Set goals for a client with assistance
- Continue to write notes further developing observation skills and try to identify main abilities/difficulties of the client and priority areas for intervention.

#### **Trigger questions/statements**

- From review of the Occupational Therapy file what seems to be the priority areas for this client?
- How might you further assess these areas?
- From your observations what are the client's main difficulties.
- What might the priority areas for intervention be and why?
- Ask the student to identify the main assumptions of an identified frame of reference.

## **Professional Behaviours**

### **Specifics of knowledge/skills/attitude to be demonstrated**

- Plan set up of a room for a session to minimise risk.
- Carry out activities and interventions in a planned way within your capabilities.
- Clearly document sessions/ interventions/ assessments.
- Develop good therapeutic relationships with clients, do not become over-familiar.
- Manage time effectively, know exactly what tasks you need to complete and have an idea of how long this will take.
- Become familiar with specific skills of human resources and use different staff for advice as appropriate.
- Have equipment/room/necessary materials ready and set up.

## **Professional Development**

### **Specifics of knowledge/skills/attitude to be demonstrated**

- Continue to develop and use learning contract independently to guide goals/learning and show progress. Present at every supervision and keep updating.
- Identify own strengths and limitations in communicating and interacting with clients.
- Identify how you are going to work towards building skills in weaker areas (using LC and supervision).

### **Trigger questions/statements**

- It is ok to say some things are hard, we expect that. It is very important to be able to identify what you are challenged by as well as what you are good at.
- What went well with that, what did not go well?
- What could you do differently next time?
- Ensure the student is clear on specific areas highlighted at halfway assessment as requiring focused work and that clear learning objectives are set for these. Remember it is also important that students can see their achievements to date and understand that competency in all skills is not expected at half way.

## **WEEK 7-8**

### **Occupation**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Independently with the client choose appropriate activities for a session that are meaningful to the client, promote health and well-being – by addressing goals, participation and occupational engagement.
- Through verbal and written work demonstrate an ability to analyse activities that are meaningful to a client and their use as a therapeutic intervention.
- Modify or adapt an activity as necessary to maintain motivation and participation.
- Be able to articulate the difference between activity and occupation.
- Set up the environment in such a way as to enable the client or minimise the impact of disability.

#### **Trigger questions/statements**

- Ask the student to articulate how a chosen activity/occupation that they carried out achieved their therapeutic goals.
- At what point does an activity become an occupation? What things do you have to consider, e.g. client level of engagement.
- Discuss the chosen environment and placement of task materials.

### **Communication**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Partake/ assist in the facilitation of a group.
- Effectively communicate interventions etc. to parents/clients.
- From observations identify what the client's main difficulties are and identify the possible reasons for these.
- Potentially write notes directly into Occupational Therapy file.
- Present case study in a clear structured manner.

#### **Trigger questions/statements**

- What is the client able to do and not able to do? Give a few reasons for why you think they may not be able to do a particular activity.

### **Occupational Therapy Process**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Plan intervention/session plans for clients with assistance (approximately 2 clients).
- Gather information from a client on current abilities and difficulties.
- For 1/ 2 clients, identify specific assessments required, explain reasoning
- Through client interview and using assessment results establish priorities for intervention and goals, with assistance from Practice Educator (1 client).
- Carry out full session under supervision or independently if carried out with supervision last week (with approximately 2 clients).
- Set goals for clients on caseload.
- Consider outcome measurement, reflection on OT process, what would you do differently
- Manage time effectively to complete reports and notes, provide full handover of clients to Practice Educator by end of working time.
- Tie up therapy with clients as appropriate.



### **Trigger questions/statements**

- Discuss outcomes of sessions/intervention with Practice Educator identifying what went well and what did not go well. What would you change or do differently next time?
- Did chosen activities help meet therapeutic goals? If no, how can you change some aspect of this activity or the environment to move towards goal attainment?

### **Professional Behaviours**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Demonstrate ability to prioritise tasks and manage time effectively and efficiently.

#### **Trigger questions/statements**

- A lot can be achieved in the last three weeks. It is important to stay focused and keep energy up and actively look for and use learning opportunities in order to ensure you get as much out of this placement as possible and build as much skill as you can by the end.

### **Professional Development**

#### **Specifics of knowledge/skills/attitude to be demonstrated**

- Keep copies of all pre-supervision forms/ learning contract/ assessment form for professional development folder.
- Actively develop learning contract, identifying learning objectives showing ability and desire to build skills and use learning opportunities.