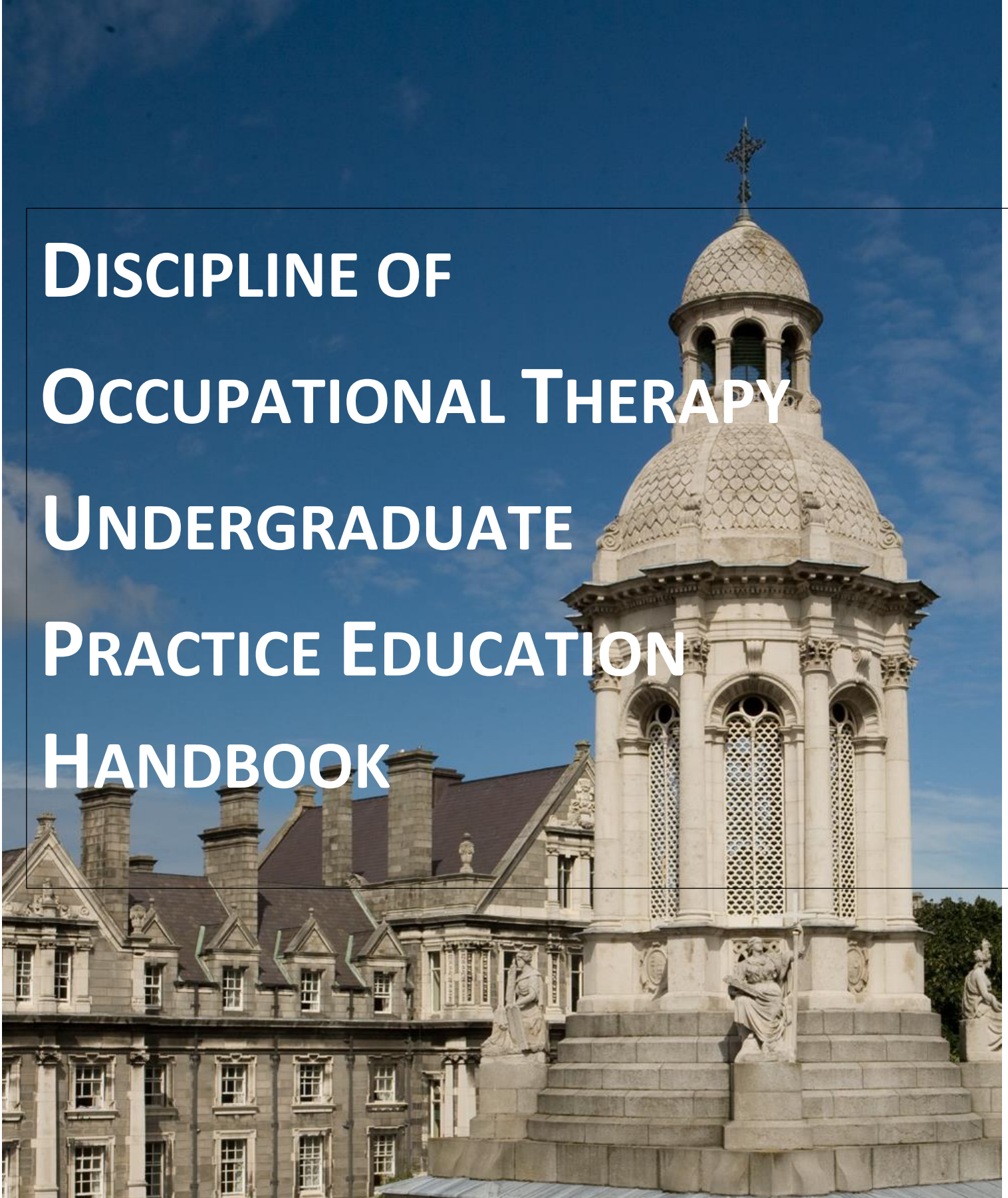**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

# Discipline of

# Occupational Therapy

# Undergraduate

# Practice Education

# Handbook

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

**Discipline of Occupational Therapy**

**Trinity College Dublin**

**Undergraduate Practice Education Handbook**

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**Next Review Date:** August 2023

**Who should read this handbook?**

- Discipline of Occupational Therapy Students
- Discipline of Occupational Therapy Staff members
- Practice Tutors on Trinity specific sites
- All Practice Educators involved in the provision of practice education placements for students studying in the Discipline of Occupational Therapy, School of Medicine, Trinity College Dublin

Please read the handbook carefully and retain for future reference.

**Developed by:** Claire Gleeson and Lorna O'Shea

**Important Note:** *The information contained in this document is correct at the time of publication but may be subject to review from time to time. Students are reminded that they should refer to the University Calendar for further details of General Regulations, and that the General Regulations have primacy over departmental handbooks. This Practice Education Handbook should also be read in conjunction with the Undergraduate Curriculum Handbook.*

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# Foreword

Practice Education is a core component of the Bachelor of Science Honours Degree Occupational Therapy Degree programme in Trinity College Dublin. It provides students with opportunities to integrate knowledge, theory, clinical decision-making, and professional behaviour within practice contexts across a range of health, community and educational settings. It equips students with the knowledge, skills, abilities and attitudes required to graduate as competent entrants to the Occupational Therapy profession, meeting the standards of proficiency as specified by CORU.

The Practice Education programme has been developed by the Discipline of Occupational Therapy and the Practice Education Team, in association with the profession. It combines college-based lectures, activities, tutorials, workshops, self-directed learning, reflective practice, and Practice Education placements in a range of placement settings over the course of four years. The Practice Education programme integrates with all other strands of the course, where students are required to bring their theory learned within the classroom to the professional placement site. Likewise, students are also required to bring, reflect and apply their experiences from Practice Education placements to the classroom, linking practice to theory.

In line with best practice, this handbook and protocols outlined in same, were designed and developed by the Practice Education Team in the Discipline of Occupational Therapy, Trinity College Dublin to support both Occupational Therapy students and Practice Educators to ensure that the best quality learning opportunities are fostered on Practice Education placements and to detail procedures to take if and when situations arise. This handbook will be periodically updated to ensure that feedback and changes at both national and international level are incorporated and captured. The most recent version of the handbook and other resources for Practice Education are available online at:
https://www.tcd.ie/medicine/occupational-therapy/practice-education/

This Practice Education Handbook provides a useful guide and reference for:

- Students studying on the Occupational Therapy Programme
- All Practice Educators involved in the provision of Practice Education placements for students studying Occupational Therapy at Trinity College Dublin
- Practice Tutors/Regional Placement Facilitators/Occupational Therapy Managers
- Staff Members of the Discipline of Occupational Therapy, Trinity College Dublin

**Important Note:** *The information contained in this document is correct at the time of publication but may be subject to review from time to time. Students are reminded that they should refer to the University Calendar for further details of General Regulations, and that the General Regulations have primacy over departmental handbooks. This Practice Education Handbook should also be read in conjunction with the Undergraduate Curriculum Handbook.*

Claire Gleeson                                               Lorna O'Shea

**Practice Education Coordinator**                          **Regional Placement Facilitator**

# Section 1:

# Overview of the Bachelor of Science Honours Degree in Occupational Therapy, Discipline of Occupational Therapy, Trinity College Dublin, the University of Dublin

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# Section 1: Overview of the Bachelor of Science Honours Degree in Occupational Therapy, Discipline of Occupational Therapy, Trinity College Dublin, the University of Dublin

## 1.1 Mission Statement of the Undergraduate Occupational Therapy Programme

The Discipline of Occupational Therapy, Trinity College Dublin is committed to equipping students with the requisite knowledge, skills and professional behaviours to prepare them to practice as competent entry-level occupational therapists in a range of traditional and emerging areas of practice, both nationally and internationally.

This educational experience will embrace the goals of the University and enable occupational therapy graduates to think independently, communicate effectively, act responsibly and ethically, and to engage in critical thinking and reflective practice, life-long learning and professional development.

Through the delivery of an undergraduate occupational therapy programme that emphasises academic and professional excellence and meets the required standards of professional regulatory and accrediting bodies, graduates will have the foundational knowledge, skills and professional behaviours to actively contribute to the advancement of the occupational therapy profession.

Graduates of this occupation-focused curriculum will have the necessary attributes to advance health and well-being at the individual and societal levels through innovative research, evidence-based practice, practice-based evidence and to become competent future leaders in the occupational therapy profession.

## 1.2 Undergraduate Programme Learning Outcomes

**On successful completion of this educational programme, occupational therapy graduates will be able to:**

1. Demonstrate entry-level professional competence to practice within the legal and ethical boundaries of the profession, through application of requisite knowledge, skills and professional behaviours.

2. Apply occupational therapy knowledge, principles, person-centered practice and perspectives on health and wellbeing to meet individual, community and societal needs.

3. Articulate and demonstrate the centrality of occupation in people's lives through critical analysis, reflective practice and professional reasoning.

4. Develop occupation focussed solutions from the individual to the population level within both traditional and emerging practice environments.

5. Analyse the interdependence of person, occupation and environment on social participation, health, wellness, and social inclusion incorporating an understanding of occupational justice principles.

6. Demonstrate effective communication skills and inter-professional behaviours including the ability to collaborate and work in partnership with others.

7. Demonstrate the ability to think critically and to engage in reflective practice and professional reasoning.

8. Identify gaps in service delivery, advocate for innovative programme development and engage in quality review of one's own practice ensuring accountability to service users, employers and significant others.

9. Demonstrate commitment to continuous self-directed learning, professional development, and to advancing practice through the application of contemporary theory and research.

## 1.3 Philosophy, Purpose of the Programme and Educational Philosophy

Through this educational experience we hope to advance the profession and develop our students to become graduates who can offer a service of value to society.

The purpose of the four year Bachelor of Science degree programme at University of Dublin, Trinity College is to provide an educational programme that equips occupational therapy students with the required knowledge, skills, and professional behaviours to become competent to practice occupational therapy in a range of practice settings and cultures in Ireland and worldwide.

The philosophy of our occupational therapy curriculum reflects the wider shared professional identify of occupational therapy. The Discipline of Occupational Therapy, at Trinity College embraces within its philosophy, the following statement on Occupational Therapy provided by the World Federation of Occupational Therapists:

*"Occupational therapy is a client-centered health profession concerned with promoting health and well being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapists achieve this outcome by working with people and communities to enhance their ability to engage in*

*the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement.*

*Occupational therapists have a broad education in the medical, social behavioural, psychological, psychosocial and occupational sciences which equips them with the attitudes, skills and knowledge to work collaboratively with people, individually or in groups or communities…."* (WFOT 2010)

Within the context of the WFOT statement on occupational therapy, the four year undergraduate programme at Trinity College is centred on the belief that people are occupational beings whose engagement in meaningful occupation is directly linked to health and well-being. Individuals are complex beings whose lives are determined by the interaction of physical, social, cultural, psychological and environmental factors. The programme educators believe in the capacity of occupation to facilitate health promotion, growth, change and/or adaptation. We view 'occupation' as an essential component in health and well being and we aim to reflect this value throughout the four years of the undergraduate programme.

We support best practice as proposed by Blesedell Crepeau, Cohn and Boyt Schell (2009), which supports the belief that occupational therapists must understand and respect the client, collaborate with the client to achieve their desired occupational goals, and use interventions which are supported by research and evidence.

We aim to provide an educational programme which meets the needs of student, service users, employers and community. We are keenly aware of the present reality and future directions of health care. We respect and acknowledge the long held expertise and place of conventional approaches to health care and the useful role of occupational therapy within that.  We also recognise the restrictions and limited scope of the profession's contribution in systems which are economically driven, or primarily focused on a medical approach to health.  Our philosophy strongly supports an educational programme which emphasises the potential place of occupation-based initiatives in public health and the need for occupational therapy to move towards preventing illness and promoting health and well-being for all people. Through our educator's commitment to life-long learning and to research, we aim to generate new knowledge of value to our students and to society which will advance the profession, and feed into educating future generations of occupational therapists.

Educational Philosophy: Entry into the programme of Occupational Therapy at Trinity College is via two routes – Central Applications Office through a points system or via the mature students Application Process. Irrespective of the manner in which students access the

programme we regard those entering the programme as individuals with diverse academic, cultural and social backgrounds who have different learning needs and expectations. We value their individuality and we facilitate students to identify their own learning needs and strengths throughout the course. Through teaching approaches which facilitate self-discovery in students alongside more traditional learning such as lectures and tutorials, students develop skills in self-awareness and understanding of others which are key requirements of the practicing therapist.

*"The World Federation of Occupational Therapists believes that the right to inclusive education is paramount and non-negotiable. Occupational Therapy is a profession that strives to enable individuals to realize their potential, developing meaning in life and advocating for ability. Therefore, it is imperative that occupational therapy programs are accessible to students with disabilities"* (WFOT, 2008).

The Discipline embraces the WFOT position paper on inclusive education and strives to meet inclusive education principles by offering diverse educational methodologies and engaging with the college's disability policies.

The profession of occupational therapy continues to emerge, to change, to develop and to be challenged. New ideas and new evidence provides us with new knowledge. Our educational philosophy supports the need for self-directed lifelong learning for both educators and students. It reinforces the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, and the upgrading of professional knowledge and skills. We see education as a dynamic process, which embraces change and development.

The educational programme interfaces the humanities and the health sciences, recognising the importance of the profession's theoretical base in both the liberal arts and science. This mix requires a range of educational approaches from lectures to self-directed learning approaches (please see the Curriculum Handbook for more details).

We promote competence through educational experiences that foster the occupational therapy student's potential. As reflected in AOTA's philosophy of professional education, we promote active learning through a wide range of educational experiences that connect academic knowledge with experiential learning, clinical reasoning and self reflection. We promote the integration of philosophical and theoretical knowledge, values, beliefs, ethics and technical skills for broad application to practice in order to improve human participation and quality of life in individuals. We aim to provide students with the fundamental knowledge, skills and attitudes to function as occupational therapists – accountable, evidence-based practitioners – in emerging areas of practice and with diverse populations and cultures.

We see practice education as a critical part of the educational curriculum. We provide student learning opportunities in practices which reflect the values of the curriculum and which are representative of a range of current and emerging occupational therapy practices

and contexts within the Republic of Ireland, and internationally. We monitor, and we encourage students to monitor, their own learning needs to identify gaps, goals and achievements. By providing students with a range of practice education experiences, this part of the education programme allows theoretical constructs to be transformed into the reality of practice. Through consultation with our practice educators, we monitor the experiences offered to our students to ensure these reflect the depth and scope of our curriculum design. This further strengthens the tie between classroom and practice experience.

## 1.4 Course Structure and Overview of the Occupational Therapy Programme Modules for Years 1 to 4

Over the four years, student learning is focused on the development of knowledge, skills, abilities and attitudes which are necessary for entry to the CORU Occupational Therapists Register and to function competently as novice occupational therapy practitioners. The student participates in a range of educational experiences that include didactic, experiential/work based and inter-professional learning.

Integration between academic studies and practice education placements is supported by a continuing close liaison between practice education placement sites across the Leinster region and college staff. The design of the course is intended to provide an educational experience which facilitates students to develop both self-directed learning, self-reliance and the ability to work collaboratively with others. Students have the opportunity to broaden their knowledge of life and society and to realise the contributions which all individuals can make. The course incorporates a practical approach to solving problems and fosters a research-oriented and evidenced-based attitude which is necessary for the continuing development of the individual and profession.

The structure of the present course provides the student with a solid knowledge base in basic sciences e.g. anatomy, physiology and psychology coupled with a high level of knowledge in occupational therapy theories and processes. These are interwoven throughout the four years with increasing emphasis given to the development of personal and professional development skills and attitudes, critical thinking skills and professional reasoning as the student progresses through the course.

The four tables below identify the different Modules that the students take across the four years of the programme, furthermore, it stipulates the module number for each module and identifies the number of European Credit Transfer and Accumulation System (ECTS) for each

module. The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

As evident from each table, the Practice Education Modules take place within each academic year and are integrated with all other strands of the course, ensuring that the students graduate meeting the standards of proficiency as specified by CORU. The students are required to build on their learning in each academic year and to apply all their knowledge, skills, abilities and attitudes to each Practice Education placement, thus ensuring that their abilities, competencies and standards of proficiency are continuously progressing and developing over the course of the programme.

## 1.4.1 Junior Fresh (Year 1) Modules

| Module Number | Module Name | Credits |
|---|---|---|
| OTU11011 | Applied Anatomy for Occupational Therapy | 10 |
| OTU11003 | Professional Development<br>• Introduction to Professional Development, Reflective practice, Critical thinking in Occupational Therapy<br>• Moving and Handling<br>• Communications<br>Introduction to Occupational Therapy Theories and Processes | 10 |
| OTU11004 | Junior Fresh Practice Education | 5 |
| OTU11010 | Biological Sciences Underpinning Health and Wellbeing | 10 |
| OTU11012 | Study of Occupation<br>• Activity Analysis<br>• Occupation<br>• Practice (Service Learning)<br>• Environment | 10 |
| OTU11008 | Introduction to Psychology | 5 |
| OTU11009 | Developmental Psychology | 5 |
| ANU11001 | Anatomy of Upper Limb and Back | 5 |

**Table 1. Junior Fresh (Year 1) Modules**

## 1.4.2 Senior Fresh (Year 2) Modules

| Module Number | Module Name | Credits |
|---|---|---|
| OTU22001 | Occupational Therapy with Older Adults 1 | 5 |

| | | |
|---|---|---|
| OTU22002 | Social and Personality Psychology | 5 |
| OTU22003 | Research Methods and Statistics | 5 |
| OTU22004 | Disability and Intellectual Disability Studies | 10 |
| OTU22005 | Study of Occupation Practice and review | 5 |
| OTU22006 | Practice Education | 10 |
| OTU22007 | Occupational Therapy for Adults – Physical 1 | 5 |
| OTU22010 | Professional Development<br>• Communication Skills<br>• Assistive Technology, Postural Management and Wheeled Mobility<br>• Upper Limb Intervention –Splinting | 5 |
| OTU22011 | Conditions in Occupational Therapy: Adult Physical and Children | 5 |
| OTU22012 | Conditions in Occupational Therapy: Adult Mental Health | 5 |

**Table 2. Senior Fresh (Year 2) Modules**

## 1.4.3 Junior Sophister (Year 3) Modules

| Module Number | Module Name | Credits |
|---|---|---|
| OTU33001 | Health Psychology | 5 |
| OTU33002 | Research Methods | 5 |
| OTU33004 | Study of Occupation: Occupational Justice and Citizenship | 5 |
| OTU33005 | Occupational Therapy Theory and Interventions for Adults:  Physical 2 | 5 |
| OTU33006 | Occupational Therapy with Older Adults 2 | 5 |

| Module Number | Module Name | Credits |
|---|---|---|
| OTU33007 | Occupational Therapy and Mental Health Adults 2 | 5 |
| OTU33008 | Professional Development Group Theory and Facilitation | 10 |
| OTU33009 | Occupational Therapy for Children | 5 |
| OTU33010 | Junior Sophister Practice Education | 10 |
| OTU33011 | Social Policy Concepts | 5 |
| HSIPL | Inter Professional Learning | |

**Table 3. Junior Sophister (Year 3) Modules**

## 1.4.4 Senior Sophister (Year 4) Modules

| Module Number | Module Name | Credits |
|---|---|---|
| OTU44013 | Capstone Project | 20 |
| OTU44014 | Professional Identity & Cultural Competence in Occupational Therapy | 10 |
| OTU44015 | Leadership and Governance in Practice | 10 |
| OTU44005 | Senior Sophister Practice Education | 10 |
| OTU44006 | Research | 10 |
| | Career Planning | 0 |

**Table 4. Senior Sophister (Year 4) Modules**

# Section 2:
# Practice Education at Trinity College Dublin

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# Section 2: Practice Education at Trinity College Dublin

## 2.1 Practice Education Mission Statement

Practice Education within the Discipline of Occupational Therapy strives to develop excellence in supporting students in their integration of theory-based learning with practice. The Practice Education Team are committed to the provision of high-quality education and support to all Practice Education stakeholders; students, the practice education team and placement providers.

## 2.2 The Practice Education Vision at Trinity

Practice Education is an integral and central component of the Discipline of Occupational Therapy four-year degree curriculum. The Practice Education team values the partnership between the practice educator, the student and the university and aims to cultivate these relationships through ongoing support, teaching and research.

**Values:**

- A commitment to sustainable growth in quality practice education opportunities through a diversity of occupational therapy practice areas.
- Support of practice education continuous professional development and research to promote high quality practice education experiences, knowledge and outcomes.
- To proactively engage and foster relationships with the Occupational Therapy community to ensure that Practice Education training is contemporaneous and compliant with all regulatory bodies; CORU, AOTI and WFOT.
- A desire to train work ready and competent entry level occupational therapists in line with CORU Standards of Proficiency.

## 2.3 The Practice Education Team at Trinity

The Practice Education Team in the Discipline of Occupational Therapy in Trinity is composed of the Practice Education Coordinator (PEC), the Regional Placement Facilitator (RPF), and seven Practice Tutors (PT). Please see below for the details of each member of the Practice Education Team.
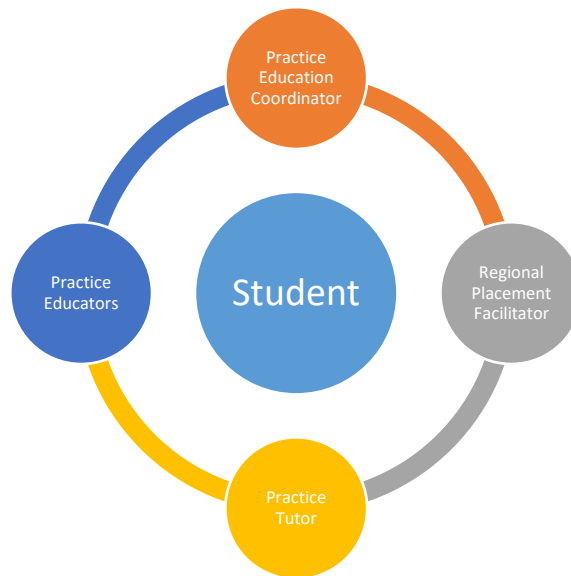
**Figure 1. The Practice Education Team at Trinity**

**Details of the Practice Education Team:**

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## 2.3.1 Definition of Roles in Practice Education at Trinity

The following gives a brief definition of the different roles of the team before providing a more in-depth overview of each role.

**The Practice Education Coordinator (PEC)** is responsible for the overall co-ordination of the placements for the students. This role includes: quality assurance in clinical education; development of new placements; developing, co-coordinating and teaching on the Preparation for Practice Education Modules; supporting students and practice educators in clinical sites; facilitating the education of practice educators; coordinating and supporting practice tutors and the Regional Placement Facilitator and research. The PEC is responsible for the operational management and strategic developments of practice education in the program.

**The Regional Placement Facilitator (RPF)** is funded by the HSE and based in the university. This senior grade post offers a supporting role to students and practice educators as part of the university practice education team across a number of clinical sites. The RPF actively seeks and develops clinical placement opportunities in liaison with key stakeholders in a range of environments not previously explored. The RPF is involved in Practice Educator training/ Preparation for Practice Education Modules. In collaboration with the PEC and Practice Tutors, the RPF strives towards excellence in Practice Education through active involvement in quality assurance initiatives.

**Practice Tutors (PT)** are funded by the HSE and are based in practice education (clinical) sites. This senior grade post supports students and practice educators (managers, seniors or staff grade clinical staff directly supervising students) as part of the university practice education team in the clinical site. Tutors are involved in hands-on teaching and supervision of individual or groups of students. The practice tutors actively seek and develop placement opportunities in liaison with key stakeholders.

**Practice Educator (PE)** is used to describe the identified occupational therapy practitioner in the placement setting who facilitates the student learning face-to-face on a daily basis and generally has primary responsibility for the formative and/or the summative assessment of student competence. The Practice Educator is supported in this role by the other members of the Practice Education Team. The Practice Educator must confirm that he/she is a **registered occupational therapist, with CORU, with a minimum of one year's experience** on the Trinity College Dublin Occupational Therapy Placement Offer Form (Appendix Section) which is submitted to the PEC/RPF. The Practice Educator does not have to be based on the same site as the student but is responsible for supervising and evaluating the student. Students with on-site supervisors in role emerging placements who are not Occupational Therapists will also have a Practice Educator allocated to them.

**Students** are responsible for engaging in all stages of the practice education process (preparation, maintenance and review).

## 2.3.2 Overview of Roles in the Practice Education Team

### 2.3.2.1 Role of the Practice Education Coordinator

***To prepare and support students for practice education placements:***

- Prepare students for Practice Education placements by informing them of both the requirements of the University and Practice Education placement sites.
- Deliver relevant theory, knowledge, information, support and guidance in the Preparation for Practice Education Modules.
- Detail and advise students of all Practice Education protocols and procedures.
- Teach appropriate practical skills for Practice Education placements.
- Educate students in relation to policies and procedures for Practice Education placements.
- Match student learning needs with placement allocations.
- Arrange supports for students with disabilities in accordance with the Disability Service.
- Discuss placement learning objectives with students and Practice Educators where relevant.
- Maintain up to date information on placements and update all Practice Education resources.
- Seek feedback from students and manage such feedback effectively.
- Provide half-way visits and/or phone calls with students to support their learning.
- Offer de-brief sessions if required during and following placements.

### *To liaise with Practice Educators/ Practice Tutors with regard to the following:*

- The student allocation and requirements for the placement (including confirmation of CORU registration, years of experience etc.).
- All relevant information including dates of placements to Practice Educators/ Practice Tutors and students.
- Discuss changes in student placements as required.

### *To support Practice Educators/ Practice Tutors as follows:*

- Provide education courses (basic and advanced training courses) for practice educators on the supervision of students and teaching and learning in the practice setting.
- Provide support through mentoring and the organisation of CPD workshops and courses related to practice education.
- Communicate regularly with Practice Educators, Practice Tutors and Regional Placement Facilitators in relation to changes or updates in practice education.
- Liaise with the Practice Educators/Practice Tutors in relation to student assessment or student's learning needs.
- Liaise and support Practice Educators/Practice Tutors in supporting students failing or excelling on placement.
- Provide half-way visits and phone calls as appropriate to support the Practice Educators and the students on the placement and to seek feedback.
- Provide feedback opportunities.

- Invite Occupational Therapy practitioners to contribute to course content.
- Invite Senior Occupational Therapy practitioners to present specialist lectures to students at the Discipline of Occupational Therapy.

***To support the Discipline of Occupational Therapy:***

- Assume responsibility for the strategic management of Practice Education including the development of placement opportunities and the education of Practice Educators.
- Co-ordinate, arrange and manage Practice Education placements.
- Participate in the quality assurance mechanism of the student learning environment by seeking feedback from students post placement. Use information received to guide improvements in practice education.
- Support and participate in assessing student performance.
- Participate in the development of Practice Education curricula with the aim of integrating theory into practice and fostering evidence-based practice in alignment with accreditation and registration standards.
- Contribute to the Practice Education network with practice education co-ordinators in other regions.
- Deliver lectures in the academic programme when appropriate.

### 2.3.2.2 Role of the Practice Tutors
***To facilitate student learning in a positive learning environment:***

Comprehensively orientate students to the occupational therapy department, the placement environment and student learning resources.

- Liaise with the students to ensure that they identify their own placement learning objectives and encourage student self-directed learning timeframes.
- Provide tutorials/case presentations/group and peer learning/practical sessions with students appropriate to their level and consistent with the learning objectives of the students.
- Facilitate effective student learning in terms of assessment, clinical reasoning, intervention techniques, outcome measures and documentation appropriate to the level of the student.
- Provide ongoing feedback to students about their performance in conjunction with the practice educators.
- If student is experiencing difficulties to liaise with student and practice educator to identify learning needs and formulate an action plan, with regular time tabled feedback.
- Support the student and practice educator appropriately if a student is failing the placement and consult and inform the Practice Education Coordinator.

***To liaise with the Practice Educators with regard to the following:***

- To inform the Practice educators of placement dates and student numbers prior to placement.
- Link up with Practice Educators concerning timetabling and content of tutorials.
- Provide advice, support and assistance to the Practice Educators in the assessment of student performance.
- Provision of support to Practice Educators, in terms of mentoring and organization of CPD activities related to education and evidence-based practice.
- Perform regular evaluations of Practice Education placements.
- Liaise with the Occupational Therapy Manager about issues related to Practice Education.

***To liaise with the Discipline of Occupational Therapy with regard to the following:***

- Work in partnership with the Practice Education Coordinator to ensure optimal practice education learning experiences and the development of practice education placements.
- Feedback pertinent matters to the Practice Education Coordinator from the practice education site such as particular difficulties experienced by students, or issues related to the provision of placements.
- Ensure attendance at Practice Education Team meetings.
- Contribute to and attend practice education workshops and training days organized by the university.
- Contribute to the teaching of Preparation for Practice Education Modules across the four academic years and occasional lectures in the academic programme.

### 2.3.2.3 Role of the Practice Educator

- Engage and attend Practice Education training provided by the Discipline of Occupational Therapy in order to help develop the skills to be an educator.
- Ensure that they have prepared effectively for the student commencing his/her placement.
- Liaise with the Discipline of Occupational Therapy in relation to placement allocation, policies and procedures etc.
- Enable and support students to identify learning objectives to support them in meeting their competencies.
- Assist with setting placement learning objectives.
- Facilitate practical application of theory to practice.

- Provide realistic caseload for stage of Practice Education placement in line with placement setting, context and policies and procedures.
- Promote the importance of and show motivation in own profession, role and specialty.
- Facilitate student learning within a comfortable learning environment.
- Respond and follow up with Practice Education Coordinator in relation to half-way visits/phone calls to ensure ongoing and consistent communication between both parties.
- Follow all Practice Education procedures and steps as directed by the Practice Education Handbook, by the Discipline of Occupational Therapy and the Practice Education Handbook.
- Evaluate student performance by completion of the Practice Education Assessment Form both at midway and end of placement. Return assessment form to the Practice Education Coordinator in a timely manner (within 5 working days post completion of the placement).
- Inform the student and liaise with the Discipline of Occupational Therapy, at the earliest opportunity if concerns are identified in relation to the student's performance.
- Where necessary, provide feedback to the Practice Education Team regarding the Trinity Practice Education process.
- Engage in a professional relationship with the student and abide by the CORU Code of Professional Conduct & Ethics for Occupational Therapists (CORU, 2019; https://coru.ie/files-codes-of-conduct/otrb-code-of-professional-conduct-and-ethics-for-occupational-therapists.pdf

### 2.3.2.4 Role of the Occupational Therapy Student

To **prepare** for Practice Education placements across the four-year degree programme, students must:

- Undergo Health Screening Process as per Trinity College Policy.
- Complete Garda Vetting Procedure as per Trinity College Policy.
- Attend Mandatory Preparation for Practice Education Modules.
- Complete and pass Manual Handling Examination.
- Complete relevant HSE Land modules; e.g. Children's First Module (as directed by the Practice Education Team).
- Maintain Reflective Reports during Practice Education Modules.
- Personally, receive their placement allocation.
- Submit their Curriculum Vitae detailing relevant past placement and work experience and voluntary experience a minimum of 3 weeks prior to the commencement of the placement.
- If applicable consider registering with the Trinity Disability Service and engage in the Disability Service procedures if students wish to disclose a disability on placement and wish to avail of reasonable accommodation on placement.

- Complete and engage in a placement site visit where possible.
- Comply with all site-specific pre-placement requirements including providing Garda Vetting certification, vaccination screening information etc.
- Read recommended chapters, lecture notes or papers relevant to placement.
- Consider own areas of strength and areas of growth/weakness in relation to pre-placement information provided and background knowledge of placement context.
- Read the CORU Code of Professional Conduct & Ethics for Occupational Therapists (CORU, 2019; https://coru.ie/files-codes-of-conduct/otrb-code-of-professional-conduct-and-ethics-for-occupational-therapists.pdf) and the AOTI Code of Ethics and Professional Conduct for Occupational Therapists (AOTI 2013) https://www.aoti.ie/attachments/22b38fe8-bb22-4312-9ad5-3cab3b7b9468.PDF
- All students to sign Practice Education declarations as advised by the Practice Education Team

*Students are assisted and directed in this preparation stage using resources outlined in table 11 in section 3.1. Failure to comply with the pre-placement requirements outlined above may result in the student being unable to commence his/her placement.

***During and on completion of placement:***

*During* and on completion of practice education placements across the four-year degree programme, students must:

- Present and discuss placement learning objectives with their allocated practice educator.
- Review and update their Learning Contract in line with learning opportunities on placement.
- Recognise the need for self-directed learning.
- Consider the learning process as a co-operative one.
- Participate actively in all aspects of placement.
- Monitor achievement of placement learning objectives.
- Be active in weekly supervision process. Complete all supervision forms as required and maintain same in CPD folder.
- Maintain and update CPD portfolio.
- Complete Reflective Report Forms.
- Be sensitive to staff workload.
- Always maintain a professional attitude with practice educator, clients, relatives and staff.
- Discuss queries, concerns, difficulties or misunderstandings as soon as possible with relevant staff.
- Provide feedback to the Discipline of Occupational Therapy as necessary.
- Observe and comply with the Health and Safety and Manual Handling Policies whilst on placement and take responsibility for care of oneself and others. Engage in any site-specific induction processes and training as advised by the placement site.

- Observe the proper uniform and identification procedures for each placement site. Students should not travel to and from placement in uniform. (There may be some exceptions i.e. home visits, schools etc. check with the supervisor).
- Take responsibility to gain the maximum learning benefit from the placement.
- Return all keys and placement equipment at the end of the placement to the Practice Educator.
- Students must complete specific elements of their assessment form and sign on completion of the placement. Students should retain a photocopy of their final assessment form and store in their CPD portfolio.
- Submit Reflective Report Forms to Practice Education Coordinator/Regional Placement Facilitator.
- Attend post placement de-brief and review day in College.

*Further detail on PE and student's roles and responsibilities are outlined in table 11 in section 3.1

### 2.3.2.5 Role of the Lecturers in the Discipline of Occupational Therapy

Lecturers at the University are responsible for ensuring that students are familiar with theory needed to guide placements. They introduce students to the knowledge, skills and techniques needed for practice education placements and future practice. They ensure that the students develop independent learning skills so that they can make use of learning opportunities and resources while out on practice and self-directed learning skills required for ongoing continuous professional development into the future.

### 2.4 The Practice Education Programme Overview at Trinity

The Practice Education programme at Trinity combines lectures, tutorials, workshops, self-directed learning, reflective practice, and practice education placements in a range of clinical settings. The Practice Education programme integrates with all other strands of the course, ensuring that students graduate meeting the standards of proficiency as specified by CORU.

The Practice Education modules and placements on the Occupational Therapy programme at Trinity have been designed to comply and meet with both national and international requirements. These include the following:

- The World Federation of Occupational Therapists (WFOT) Revised Minimum Standards for the Education of Occupational Therapists (2016) (https://www.wfot.org/resources/new-minimum-standards-for-the-education-of-occupational-therapists-2016-e-copy)
- CORU Occupational Therapist Registration Board; Criteria for Education and Training Programs (2017) (https://coru.ie/files-education/otrb-criteria-for-education-and-training-programmes.pdf)

These Requirements and Standards stipulate that all students are required to complete a minimum of 1,000 hours of Practice Education over the course of the programme and demonstrate competence and standards of proficiency under the supervision of a qualified and nationally registered occupational therapist with at least one-year clinical experience. Trinity complies with these 1,000 hours and ensures that students complete a minimum of 250 hours within a mental health and/or psychosocial setting and a minimum of 250 hours within a physical/ sensory disability practice setting (CORU, 2017). Students engage with Practice Education in each year of the Occupational Therapy course. By the end of the fourth year of the undergraduate programme at Trinity, each student will have completed at least 1,000 hours of practice education. All practice educations hours for each student is maintained on a database within the Discipline of Occupational Therapy.

*Please note that these requirements and standards may change given the current circumstances associated with COVID-19.*

## 2.5 The Range and Parameters of Practice Education Placements

The students are required to engage in a range of different placements across the four years of the programme that require them to integrate knowledge, skills, abilities and attitudes to practice with a range of different people who have different needs, and in different circumstances, thus ensuring quality learning experiences that reflect current occupational therapy practice contexts.

The range of student experiences always includes:

1. People of different age groups.

2. People who have recently acquired and/or long-standing health needs.

3. Interventions that focus on the person, the occupation, and the environment (WFOT, 2016).

The student placement experiences will normally encompass at least three of the following parameters:
- A range of personal factors such as gender, ethnicity, etc. that is reflective of the population that will be recipients of Occupational Therapy.
- Individual, community/group, and population approaches.
- Health conditions that affect different aspects of the body structure and function and that cause different kinds of activity limitations
- Pre-work assessment, work re-entry, career change.
- Different delivery systems such as hospital and community, public and private, health and educational, urban, and rural, local, and international.
- Existing and emerging services, such as services being developed for and with people who are under-employed, disempowered, dispossessed or socially

challenging; organisations and industries that may benefit from Occupational Therapy expertise; arts and cultural services.

- Settings where there are currently no occupational therapists employed (WFOT, 2016).

*See further detail on placement sourcing and allocation processes on protocol on 1 in section 2.7.

## 2.6 Key components of the Practice Education Programme

The following sections; 2.6.1, 2.6.2, and 2.6.3 will describe the three key components of the Practice Education programme in the Discipline of Occupational Therapy in Trinity:

- The Practice Education <u>Preparation</u> Module
- Self-directed learning
- Practice Education Placements

**The Practice Education Preparation Module** ➤ **Self-directed learning** ➤ **Practice Education Placements**
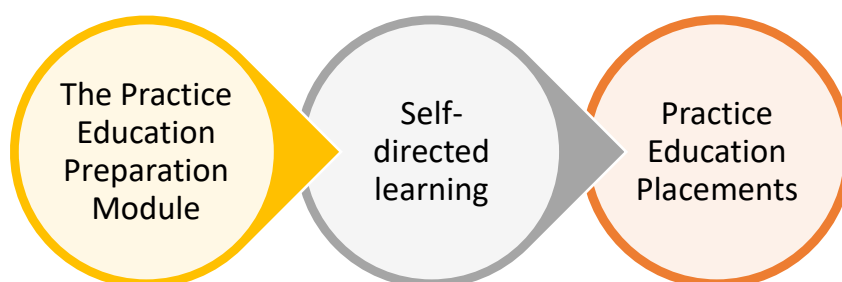
**Figure 2. Key components of the Practice Education Programme**

### 2.6.1 The Practice Education Module - College-based activities

The Practice Preparation Education Module supports the student to prepare for the different Practice Education placements. The students are introduced to the key concepts that underpin Practice Education and prepares them for the integration of theory with practice in advance of their Practice Education Placement. Students are provided with opportunities to integrate professional knowledge with practice through a wide range of activities, tutorials, lectures and workshops designed to develop reflective practice, critical thinking, clinical decision-making, and the practical skills necessary to develop the professional conduct, behaviour, competencies and standards of proficiency required for real life practice.

Outlined in sections 2.6.1.1 to 2.6.1.4 are descriptions of the Module Content for each Practice Education Preparation Course that students undertake in advance of each of their placements and the Learning Outcomes to accompany same. The Learning Outcomes for each module are mapped to the domains within the CORU Standards of Proficiency for Occupational Therapists demonstrating how the students are developing same over the

course of their 4 years. *(Please see the Curriculum Handbook for further details on the Modules).*

## 2.6.1.1 Module: OTU11004; Junior Fresh Practice Education

**Module Content:**
**M.C. 1: An Introduction to Practice Education;** Introduction to the Structure of Practice Education; Practice Education Policies, Procedures, Checklists and Resources, and the Practice Education Handbook. An Introduction to the work of an Occupational Therapist in different practice contexts and an exploration of occupation in practice.
**M.C. 2: Occupational Therapy as a Profession;** Explore definition of Occupational Therapy (OT), Role and Impact of Occupational Therapy within an Interdisciplinary team. Introduction to the CORU Code of Professional Conduct and Ethics for Occupational Therapists and the World Federation of Occupational Therapists Code of Ethics.
**M.C. 3: An Introduction to the OT Process in Practice;** An introduction and understanding of the work of an OT and the use of the OT process in practice.
**M.C. 4: Communication;** A practical introduction to communication in practice education settings, e.g. introducing oneself professionally, understanding types and different contexts of communication in practice.
**M.C. 5: Professional Site Visit;** A planned site visit to a Practice Tutor site.
**M.C. 6: An Introduction to Supervision;** An introduction to supervision in practice, introducing the concept of supervision, its purpose and the resources to support supervision.
**M.C. 7: Feedback and Reflection in Practice**; an introduction to feedback in Practice Education Placements; providing feedback and receiving feedback.
**M.C. 8: Managing oneself professionally on Practice**; An introduction and exploration of professional behaviours and how to support oneself professionally in practice.
**M.C. 9: Two Week Practice Education Placement Level 1;** A Two-Week Practice Education Placement Level 1 in a practice context allocated by the Practice Education Coordinator and/or Regional Placement Facilitator. The student is supervised by a practicing CORU registered Occupational Therapist, acting as a Practice Educator.
**M.C. 11: Practice Education Debrief and Review Day- post placement;** A reflective session exploring and identifying the students learning from their Level 1 Practice Education Placement and how this can be transferred to the Level 2 Practice Education Placement.

| Learning Outcomes for Module: OTU11004; Junior Fresh Practice Education<br><br>*On successful completion of this module, students will be able to:* | Linked to Standards of Proficiency (SOP); D- Domain P- Proficiency |
|---|---|
| **L.O.1:** Model and practice satisfactory professional behaviours within the legal, professional ethical, and local practice contexts and boundaries of the profession. | SOP D: 1 P: 1, 2, 5, 7, 9, 10, 11, 12, 15 |
| **L.O.2:** Work safely in compliance with relevant and current health and safety regulations, legislation and guidelines as specified in the practice setting and adhere to confidentiality. | SOP D: 1 P: 1; D:3 P: 13, 14 |
| **L.O.3:** Communicate effectively and in a professional manner with individuals including service users and colleagues. | SOP D: 1 P: 8, 10, 11, 12; D: 2 P: 6, 8, 13, 15 |
| **L.O.4:** Demonstrate effective time management skills and present self in a manner appropriate to the working environment. | SOP D: 1 P: 7 |
| **L.O.5:** Engage and take responsibility for own learning and professional development. | SOP D: 4 P: 1, 2, 3, 5 |
| **L.O.6:** Interpret information using observation skills. | SOP D: 5 P: 2 |
| **L.O.7:** Demonstrate reflection skills. | SOP D: 4 P: 3, 5 |

**Table 5. Learning Outcomes and Standards of Proficiency Year 1**


### 2.6.1.2 Module: OTU22006 Senior Fresh Practice Education

**Module Content:**
**M.C. 1: Practice Education Preparation & Policies and Procedures in Practice;** Re-introduce the Structure of Practice Education; Practice Education Policies, Procedures, Checklists and Resources, and the Practice Education Handbook within the context of the Senior Fresh Placement.
**M.C. 2: Exploring the role of an Occupational Therapist in Practice;** Explore the role and scope of Occupational Therapy in practice.
**M.C. 3: Getting the most out of my placement; Thinking like an Occupational Therapist;** Explore learning styles and preferences. Explore the use of the learning contract and its application in practice.
**M.C. 4: Applying Theory to Practice;** Exploring the application of the key occupational therapy theoretical concepts in practice, with a focus on models of practice, frames of reference and occupation focused and based practice.
**M.C. 5: Communication in Practice;** Practical session exploring communication proficiencies in the context of practice.
**M.C. 6: Feedback in Practice;** An introduction to the concept of feedback and feedforward and an exploration and application of resources to support feedback and feedforward in the practice education environment.

**M.C. 7: Building my skills for Supervision;** Application of Supervision in Practice and the use of reflection to support learning.

**M.C. 8: Presenting oneself for Professional Practice;** Pre-placement preparation interviews to support continuous professional development.

**M.C.9: Mandatory CPR Training;** Practice workshop for all to be trained in CPR practice.

**M.C.10: Mandatory Manual Handling Training;** Practical workshop on manual handling.

**M.C. 11: Supporting oneself professionally on Practice Education;** Practical workshop to support students in managing self on placement incorporating; time management, prioritization and organizational skills for practice.

**M.C. 12: Eight Week Practice Education Placement Level 2;** An eight-week Practice Education Placement Level 2 in a practice context allocated by the Practice Education Coordinator and/or Regional Placement Facilitator. Student supervised by a practicing CORU registered Occupational Therapist, who will act as a Practice Educator.

**M.C. 13: Student Focused Practice Education Debrief and Review Days- half-way and post placement;** This will be a student-led session where students will be asked to identify areas for development in advance of the sessions. Furthermore, students will be required to present their formal reflection presentation at the end of placement return day.

| Learning Outcomes for Module: OTU22006; Senior Fresh Practice Education<br>*On successful completion of this module, students will be able to:* | Linked to Standards of Proficiency (SOP); D-Domain P- Proficiency |
|---|---|
| **L.O.1:** Model and practice satisfactory professional demeanor and behaviours within the legal, professional ethical, and local practice contexts and boundaries of the profession. | SOP D: 1 P: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15 |
| **L.O.2:** Work safely and in compliance with relevant and current health and safety regulations, legislation and guidelines as specified in the practice setting and adhere to confidentiality and informed consent. | SOP D: 1 P: 1, 13, 14, 15, 16; D: 3 P: 13, 14 |
| **L.O.3:** Model effective listening, verbal and nonverbal communication skills both formally and informally with service users, the practice educator/s, the interdisciplinary team, colleagues and other relevant individuals. | SOP D: 1 P: 10, 11, 12; D: 2 P: 2, 13, 15 |
| **L.O.4:** Write accurate, clear, contemporaneous records in accordance with legal and professional requirements. | SOP D: 1 P: 10, 11, 12; D: 2 P: 6, 7, 8 |
| **L.O.5:** Assist and manage a small caseload of service users through the OT process. | SOP D: 1 P: 10, 11, 12; 18, D: 2 P: 6, 7, 8 |
| **L.O.6:** Demonstrate an understanding of relevant biological sciences including anatomy, human development, social and behavioural sciences, occupational science and other related sciences, together with a knowledge of health and wellbeing, function, disease, disorder, and dysfunction and be able to | SOP D: 5 P: 2, 3, 5 |

| | |
|---|---|
| apply this to the practice of occupational therapy with consideration to the person – environment – occupation relationship. | |
| **L.O.7:** Understand and be able to articulate the centrality and influence of occupation on health, wellbeing and social participation and engage a service user/s in meaningful occupation. | SOP D: 5 P: 1, 2, 3, 8, 9, 10, 11, 12 |
| **L.O.8:** Engage and take responsibility for own learning and professional development and engage in a professional supervision process. | SOP D: 4 P: 1, 2, 3, 5 |
| **L.O.9:** Demonstrate reflective skills. | SOP D: 4 P: 3, 5 |

**Table 6. Learning Outcomes and Standards of Proficiency Year 2**


### 2.6.1.3 Module: OTU33010 Junior Sophister Practice Education

**Module Content:**

**M.C. 1: Practice Education Preparation & Policies and Procedures in Practice;** Expectations of the Junior Sophister Practice Education Placements, Review of Practice Education Policies, Procedures, Checklists and Resources, and the Practice Education Handbook within the context of the Junior Sophister Placement. Review CORU Standards of Proficiency for Occupational Therapists and the alignment to the Junior Sophister Practice Education Assessment Form.

**M.C. 2: Applying Theory to Practice;** Apply the key occupational therapy theoretical concepts in practice, with a focus on models of practice, frames of reference, occupation focused and based practice and clinical and professional reasoning.

**M.C. 3: Communication in practice**: Practical session focusing on documentation in practice: report writing; management of challenging communication scenarios in occupational therapy practice. Using conceptual models to feedback clinical observations.

**M.C. 4: Optimizing the Supervisory relationship;** Session to focus optimizing the professional supervisory relationship, establishing supervisory relationships; and resources to support a professional supervisory relationship (supervision forms, learning contract/professional development plan, assessment form, timelines and expectations document, CPD portfolio).

**M.C. 5: Continuing Professional Development;** Review of CPD portfolios within the context of CORU requirements for continuing professional development.

**M.C. 6: Management of personal and professional self in practice**; Review of self-management toolbox, scenarios and discussion regarding management of personal and professional self in occupational therapy practice. Review of CPD portfolios within the context of CORU requirements for continuing professional development.

**M.C.7: Eleven Week Practice Education Placement Level 3;** An eleven-week Practice Education Placement Level 3 in a practice context allocated by the Practice Education Coordinator and/or Regional Placement Facilitator. Student supervised by a practicing CORU registered Occupational Therapist, acting as a Practice Educator.

**M.C. 8: Practice Education Debrief and Review Days- half-way and post placement;** This will be a student-led session where students will be asked to identify areas for development in advance of the sessions. Furthermore, students will be required to present their formal reflection presentation at the end of placement return day.

| Learning Outcomes for Module: OTU33010; Junior Sophister Practice Education<br><br>*On successful completion of this module, students will be able to:* | Linked to Standards of Proficiency (SOP); D- Domain P- Proficiency |
| --- | --- |
| **L.O. 1:** Model and practice satisfactory professional demeanor and behaviors within the legal, professional ethical, and local practice contexts and boundaries of the profession. | SOP D: 1 P: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15 |
| **L.O. 2:** Work safely and in compliance with relevant and current health and safety regulations, legislation and guidelines as specified in the practice setting and adhere to confidentiality and informed consent. | SOP D: 1 P: 1, 3, 4, 13, 14, 15, 16; D:3 P: 13, 14 |
| **L.O. 3:** Model effective listening, verbal and nonverbal communication skills both formally and informally with service user/s, the practice educator/s, the interdisciplinary team, colleagues and other relevant individuals. | SOP D: 1 P: 15, 17; D: 2 P: 1, 2, 3, 9, 13, 14, 15 |
| **L.O. 4:** Apply the principles of therapeutic use of self for service user interactions. | SOP D: 1 P: 15, 17; D: 2 P: 1, 2, 3, 9, 13, 14, 15; D: 5 P: 14 |
| **L.O. 5:** Write accurate, clear, contemporaneous records in accordance with legal and professional requirements. | SOP D: 1 P: 10, 11, 12; D: 2 P: 6, 7, 8 |
| **L.O.6:** Manage a caseload under supervision. | SOP D: 5 |
| **L.O. 7:** Demonstrate application of the complete occupational therapy process under supervision. | SOP D: 3 P: 1, 2, 3, 4, 5, 6, 7, 8; D: 5 P: 1, 3, 6, 7, 8, 9, 11, 15, 16, 18, 19, 20, 21, 23, 25 |
| **L.O. 8:** Demonstrate the application of theory, conceptual models, evidence-based practice and clinical reasoning to practice standard under supervision. | SOP D: 5 P: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25 |
| **L.O. 9:** Analyse, grade and enable activity and occupation and be able to adapt environments to enhance occupational participation and engagement to positively influence the health, well-being and function of individuals, families, groups | SOP D: 5 P: 5, 6, 7, 8, 10, 11, 12, 13 |

| | |
|---|---|
| and communities in their occupations, everyday activities, roles and lives. | |
| **L.O. 10:** Demonstrate being a self-directed learner who takes responsibility for their own learning and professional development and who is able to integrate new knowledge and skills in order to improve practice. | SOP D: 4 P: 1, 2, 3, 4, 5, 6 |
| **L.O. 11:** Demonstrate reflective skills. | SOP D: 4 P: 3, 5 |

**Table 7. Learning Outcomes and Standards of Proficiency Year 3**


## 2.6.1.4 Module: OTU44005; Senior Sophister Practice Education

**Module Content:**
**M.C. 1: Practice Education Preparation & Policies and Procedures in Practice;** Expectations of the Senior Sophister Practice Education Placements, Review of Practice Education Policies, Procedures, Checklists and Resources, and the Practice Education Handbook within the context of the Senior Sophister Placement.

**M.C. 2: Standards of Proficiency for Occupational Therapists;** Regulatory requirements for entry to the Occupational Therapy Register in Ireland.

**M.C. 3: Applying Theory to Practice;** Apply the key occupational therapy theoretical concepts in practice, with a focus on models of practice, frames of reference, occupation focused and based practice and clinical and professional reasoning.

**M.C. 4: Quality Assurance and Improvement in Practice;** An introduction to the principles of quality assurance and quality improvement and how it works in practice. Explore student projects that were implemented for quality improvement purposes.

**M.C. 5: Communication in practice**; Managing unplanned or situations of conflict in practice, managing feedback, including documentation of unplanned or complex situations.

**M.C. 6: Preparation for practice**; Practice Education preparation interviews, feedback and feed forward, using models of reflection to prepare for upcoming practice education placement. Supporting well-being on placement.

**M.C. 6: Twelve Week Practice Education Placement Level 4;** A twelve-week Practice Education Placement Level 4 in a practice context allocated by the Practice Education Coordinator and/or Regional Placement Facilitator. Student supervised by a practicing CORU registered Occupational Therapist, acting as a Practice Educator.

**M.C. 7: Practice Education Debrief and Review Days- half-way and post placement;** This will be a student-led session where students will be asked to identify areas for development

in advance of the sessions. Furthermore, students will be required to present their formal reflection presentation at the end of placement return day.

| Learning Outcomes for Module: OTU44005; Senior Sophister Practice Education<br><br>*On successful completion of this module, students will be able to:* | Linked to Standards of Proficiency (SOP); D-Domain P- Proficiency |
|---|---|
| **L.O. 1:** Demonstrate entry-level professional competencies and standards of proficiency across the five domains as outlined by CORU in the Standards of Proficiency for Occupational Therapists, to practice within the legal, professional and ethical boundaries of the profession. | All domains |
| **L.O. 2:** Work safely and in compliance with relevant and current health and safety regulations, legislation and guidelines as specified in the practice setting and adhere to confidentiality and informed consent. | SOP D: 1 P: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16; D:3 P: 13, 14 |
| **L.O. 3:** Demonstrate effective communication and inter-professional behaviours to collaborate, negotiate and work in partnership with service user/s, the practice educator/s, the interdisciplinary team, colleagues and other relevant individuals in a manner which positively influences service delivery and outcomes. | SOP D: 1 P: 15, 17; D: 2 P: 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15 |
| **L.O. 4:** Demonstrate application of the complete occupational therapy process in practice under supervision. | SOP D: 3 P: 1, 2, 3, 4, 5, 6, 7, 8; D: 5 P: 1, 3, 6, 7, 8, 9, 11, 15, 16, 18, 19, 20, 21, 23, 25 |
| **L.O. 5:** Demonstrate the application of theory, conceptual models, evidence-based practice and clinical reasoning to practice, under supervision. | SOP D: 5 P: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25 |
| **L.O. 6:** Demonstrate an ability to monitor, evaluate and/or audit the quality of practice, policies, systems and outcomes to identify and implement innovative methods of change to improve quality service outcomes for the future. | SOP D: 3 P: 9, 10, 11, 12 |
| **L.O. 7:** Demonstrate being a self-directed learner who takes responsibility for their own learning and professional development and who is able to integrate new knowledge and skills in order to improve practice. | SOP D: 4 P: 1, 2, 3, 4, 5, 6 |

**Table 8. Learning Outcomes and Standards of Proficiency Year 4**

### 2.6.2 Self-directed learning for Students

Students are expected to take responsibility for their own learning and prepare for practice education placements during all stages of the Practice Education programme. This includes a number of duties and responsibilities which are clearly outlined in table 11 in section 3.1.

### 2.6.2.1 Self-directed learning with Resources available in the Department

There is a large and diverse range of clinical assessments, resources, and equipment available for use on-site in the Discipline of Occupational Therapy. **These clinical resources cannot be removed from the department under any circumstances but can reviewed and trialled on site if requested.**

### 2.6.2.2 Other Self-directed Learning

Students are also provided with a list of additional recommended reading to support their self-directed learning. For example:

- Reading lists are provided on Blackboard (https://tcd.blackboard.com/webapps/login/).
- Lecture, workshop and Tutorial Material from Practice Education Modules is uploaded to Blackboard and students will be expected to engage in flipped lecture learning.
- Students are encouraged to utilise all available materials from all lectures provided on the Occupational Therapy Degree programme over the four years which are available on Blackboard.
- Reading lists are provided by Practice Educators/Practice Tutors/Regional Placement Facilitators.
- The Practice Education Handbook and Resources is available on Blackboard and on the Trinity Occupational Therapy webpage (https://www.tcd.ie/medicine/occupational-therapy/practice-education/)
- Option of peer support/learning is promoted and encouraged
- Additional reading associated with HSELand Modules is advised and directed by the Practice Education Team
  **General**
- ✓ The Fundamentals of GDPR
- ✓ An Introduction to Children First
- ✓ Communication
- ✓ Intercultural awareness
- ✓ Cybersecurity awareness
  **COVID-19 specific**
- ✓ AMRIC Basic for Infection Prevention and Control
- ✓ AMRIC Hand Hygiene
- ✓ AMRIC Standard and Transmission Based Precautions
- ✓ Putting on and taking off PPE in the acute healthcare setting
- ✓ Putting on and taking off PPE in the community healthcare setting

- Students are encouraged to utilise all available resources available within the Trinity Libraries (https://www.tcd.ie/library/)
- Students are encouraged to utilise all available resources available from the Trinity Student Learning Development Centre (https://student-learning.tcd.ie/)
- Guidelines for Good Practice in Practice Education (Therapy Project Office, 2008). Available at: https://www.hse.ie/eng/about/who/cspd/health-and-social-care-professionals/projectoffice/practiceeduc2008.pdf

### 2.6.3 The Practice Education Placement Schedule at Trinity

Practice Education placements take place across the four years of the Occupational Therapy programme. The Practice Education placements are of sufficient duration to allow integration of theory to practice and vary in length in line with the degree programme structure. Below figure 3 and the calendar, outline the number of weeks students engage in practice education placements across the four years. Students are likely to complete their psychosocial/mental health hours and/or physical/sensory hours in at least one of the three longer placement blocks.

**1st Year: Junior Fresh:** Two-week placement at the beginning of Semester 2 (approx. start in January of this academic year).
**2nd Year: Senior Fresh:** Level 2 placement: One eight-week placement at the end of Semester 2 (approx. start in April/May of this academic year).
**3rd Year: Junior Sophister:** Level 3 placement: One eleven-week placement in Semester 2 (approx. start in February of this academic year).
**4th Year: Senior Sophister:** Level 4 placement: One twelve-week placement in Semester 1 (approx. start in September of this academic year).
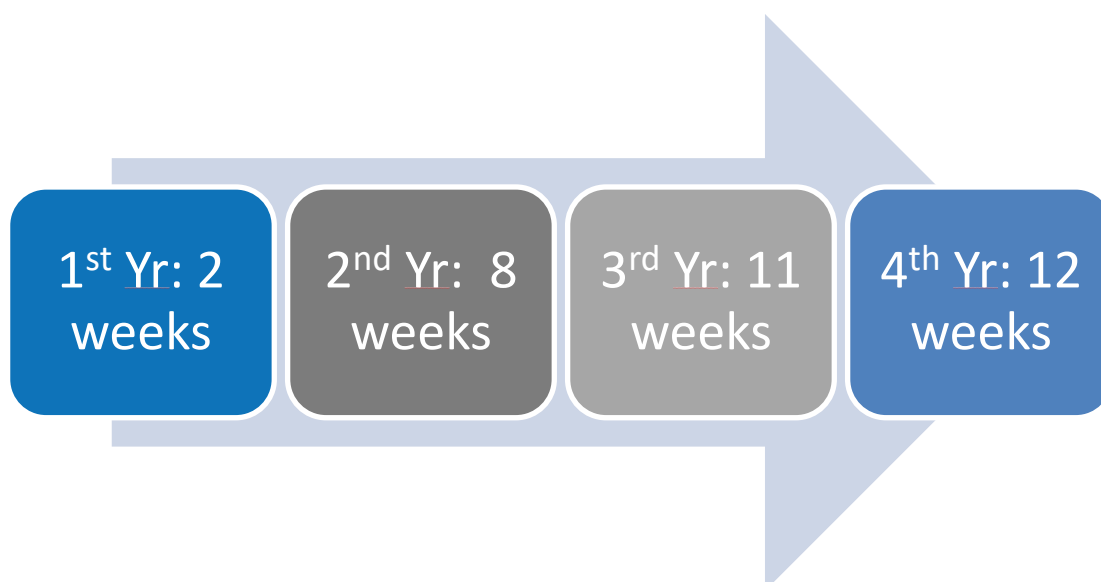


1st Yr: 2 weeks　　2nd Yr: 8 weeks　　3rd Yr: 11 weeks　　4th Yr: 12 weeks

**Figure 3. Placement Duration (2022/2023)**

*Please note that there may be changes to the dates and durations of the placements outlined in this section as a result of COVID-19.*

## Occupational Therapy Placement Calendar 2022-2023

### September '22

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |  |

### October '22

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |  |  |  |  |  |

### November '22

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |  |  |  |

### December '22

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### January '23

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |  |  |  |  |

### February '23

| Su | M | Tu | W | Th | F | S |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 |  |  |  |  |

### March '23

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |  |

### April '23

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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |  |  |  |  |  |  |

### May '23

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |  |  |  |

### June '23

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |  |

### July '23

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |  |  |  |  |  |

### August '23

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |  |  |

Key* Senior Sophister (PE4) 12 weeks 12th September '22-2nd December '22
Key* Junior Fresh (PE1) 2 weeks 16th -27th January '23
Key* Junior Sophister (PE3) 11 weeks 6th February 2023 -21st April '23
Key* Senior Fresh (PE2) 8 weeks 1st May 2023- 23rd June '23

### 2.6.3.1 Progression through the Four Years of Practice Education

Practice Education Modules and placements seek to integrate theory and practice and transfer of skills in a meaningful and reflective manner. Each placement builds on all other related studies enabling students to prepare for future studies and the realities of professional practice. The Timelines and Expectations Document outlines the expectations of performance within each competency area over the four years (please see Appendix section). The purpose of these documents are to aid the development of student learning goals and ensure sufficient and gradual progression through each of the competency areas over the course of their placement experiences, across the four years.  Figure 4 and Table 9 provides an outline of the practice education placement expectations across all four years, in relation to the format of supervision provided by the Practice Educator and the expectations on the students in terms of demonstration of competency, clinical reasoning and reflection.
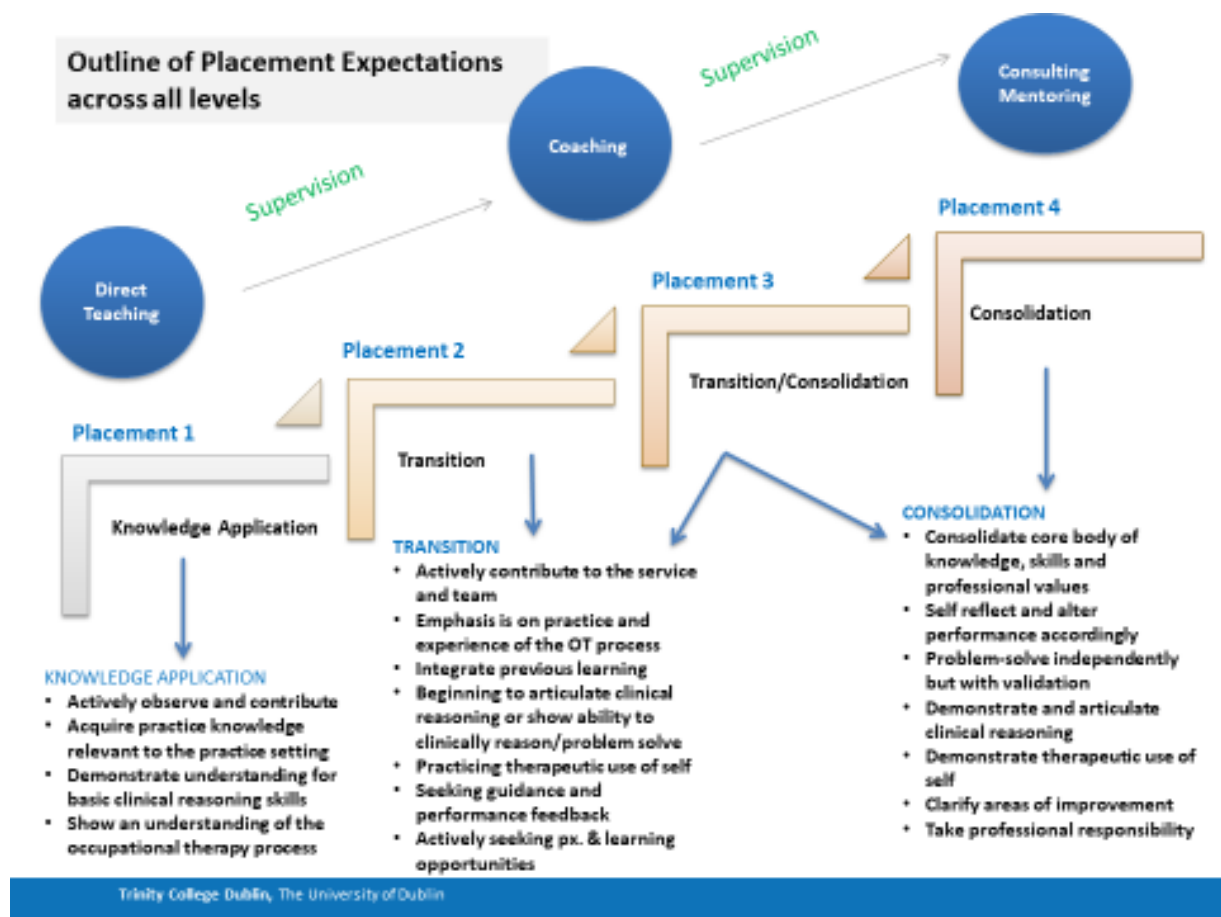


**Figure 4. Outline of Placement Expectations across all levels**

|  | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|
| **Purpose of Placement** | Introduction | Practice | Practice and developing competency | Practice and Competency |
| **Competency Level** | Novice | Emerging | Consolidating | Competent |
| **Supervision** | Educator is a teacher: Participate in explanatory observations. Ask basic questions | Educator: direct active supervision of student. | Facilitator: Collaborative approach to supervision of student. | Mentor: Consultative approach to supervision of student. |
| **Students Autonomy** | None. | Guided participation | Developing autonomy in routine tasks | Autonomous on allocated tasks, seeks guidance and supervision. Contributes to developments |
| **Clinical Reasoning** | None. Student listens to the educator's reasoning | Student listens & questions/ explores educator's reasoning | Students participates in clinical reasoning discussions | Student takes unprompted lead on clinical reasoning discussions for exploration of alternatives & confirmation of decisions |
| **Reflection** | Reflect on new experiences | Reflect on what did go well & not so well, develop a plan | Reflect on self & others in events. Bring in best practice, develop a plan | Reflect on events: performance, thinking & problem solving, bring in evidence-based practice and theory. Develop personal learning plans |
| **Competency Attainment** | Understanding practice. | Developing basic skills | Demonstrating skills in both reasoning & performance | Prepare to enter work as a competent, critical & reflective practitioner |

**Table 9. Expectations of Students at each level of placement**

## 2.7 Practice Education Placement Sourcing and Allocation

**Practice Education Placement Sourcing and Allocation (Protocol 1)**

The Practice Education Coordinator and/or Regional Placement Facilitator puts out a call to source placements from placement providers (Registered Occupational Therapists/Occupational Therapy Managers/HSE sites) and allocates these placements to all students. **Students may not, under any circumstances, make independent arrangements** because of insurance implications.

Placements are allocated primarily based on gaps in experience and individual learning needs to ensure that students gain varied opportunities in a multitude of settings with diverse client groups, thus facilitating the integration of theory and practice and to facilitate the student's progressive development of the standards of proficiency and competencies. To ensure such diversity/range, the PEC and/or RPF will review each student's placement experience (to date) and individual learning needs as per his/her most recent placement assessment form before completing the allocation process.

Due to the importance of placement diversity and very often limited placement opportunities in the Dublin region, it is expected that every student will undertake placements involving significant daily travel and/or moving into temporary accommodation. Students should expect to be placed outside Dublin for at least one of their practice education placements. Students are therefore expected to sign a declaration on entry into the Occupational Therapy programme course stating that they understand these placement allocation requirements. Please see the Student Practice Education Declaration Form for further detail.

The following must be noted for all placement allocations:

- There is no provision by the Discipline of Occupational Therapy, Trinity College Dublin for travel and accommodation expenses incurred whilst on placement.
- It is the students' responsibility to arrange suitable travel and accommodation arrangements for the duration of their placements.
- Under no circumstances must any family member of the student make contact with the student's placement provider and/or Practice Educator(s) before, during or after a placement.

While efforts will be made where possible, to accommodate the needs of disabled students or those who have family and caring commitments or students with other exceptional circumstances who request placement within reasonable travelling distance of their place of residence, there is no guarantee that students will be allocated a placement in their desired location. At all times, it remains the responsibility of the student to bring any exceptional circumstances they may have to the attention of the Practice Education Coordinator (PEC) in writing as early as possible prior to the placement commencement date **(at least 3 months)**.

In all cases, significant attention will be attributed to individual student needs/request however, this does not mean that all needs/requests can always be accommodated. Placement availability is dynamic and complex and as such it is impossible to predict the exact provision of placements that will be available throughout the programme. Due to the complexity of placement allocation in today's current climate the PEC and/or RPF uses the following guiding principles to guide his/her decisions regarding all placement allocations:

- Fairness and appropriateness to each student
- Individual learning needs
- Student's profile/additional information – including disability and/or personal circumstances
- Previous placement experience/location
- Extenuating special circumstances
- Capacity of practice area
- Student's term time or home address
- Placement availability
- Ensure WFOT, CORU and AOTI requirements and guidelines are met
- Importance of well-rounded and balanced practice placement profile at the point of applying for registration to the regulatory body.
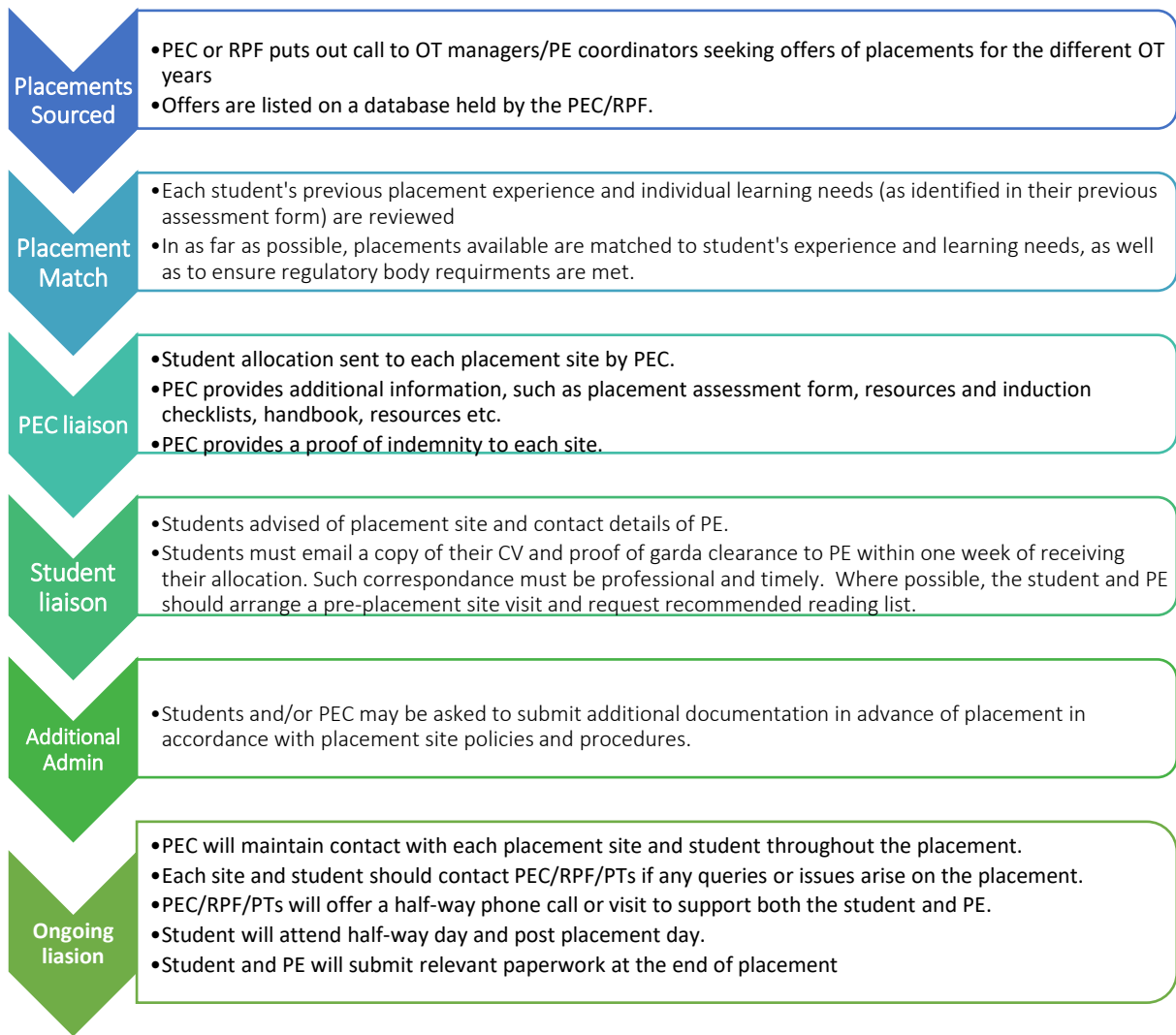
The table below (table 10) provides an example of the range of student's placement experiences across the undergraduate programme for a cohort of 10 students from 1st year (JF) to 4th year (SS), each student completed placements in a broad range of areas and met the criteria for psychosocial/mental health placements and physical/sensory placements, as per regulatory body requirements.

| Student | 1st Year Placement | 2nd Year Placement | 3rd Year Placement | 4th Year Placement |
|---------|-------------------|--------------------|--------------------|--------------------|
| 1 | Intellectual Disability Service (Paediatrics) | Primary Care Service (Adults) | Community Mental Health Service (Adults) | Acute General Medicine Hospital |
| 2 | Intellectual Disability Service | Inpatient Mental Health Service (Adults) | Primary Care Service (Paediatrics) | Rehabilitation Hospital |
| 3 | Community Mental Health Service (Adults) | Acute General Medicine Hospital | Intellectual Disability Service (Paediatrics) | Primary Care Service (Adults) |
| 4 | Acute General Medicine Hospital | Private Children's Occupational Therapy Service | Acute General Medicine Hospital | Community Mental Health Service (Adults) |
| 5 | Primary Care Service (Adults) | Private Children's Occupational Therapy Service | Acute General Medicine Hospital | Long Term Care Intellectual Disability Service |

| 6 | Acute General Medicine Hospital | Long Term Care Intellectual Disability Service | Early Intervention Team-Children's Service | Community Mental Health Service (Adults) |
|---|---|---|---|---|
| 7 | Acute General Medicine Hospital | Physical-Children's Service | Community Mental Health Service (Adults) | Rehabilitation Hospital |
| 8 | Acute General Medicine Hospital | Split Placement-Long Term Care Intellectual Disability Service and Children's Service | Early Intervention Team-Children's Service | Inpatient Mental Health Service (Adults) |
| 9 | Acute General Medicine Hospital (Paediatrics) | Early Intervention Team-Children's Service | Rehabilitation Hospital/Long Term Care Centre | Acute General Medicine Hospital |
| 10 | Community Mental Health Service (Adults) | Rehabilitation Hospital | Acute General Medicine Hospital | Community Mental Health Service (Children and Adolescents) |

**Table 10. An example of the range of placement settings for a cohort of 10 students from 1st Year to 4th Year.**

Figure 5 identifies the process by which placements are sourced, allocated and arranged by the Practice Education Coordinator and/or Regional Placement Facilitator in collaboration with placement sites.

| | |
|---|---|
| **Placements Sourced** | • PEC or RPF puts out call to OT managers/PE coordinators seeking offers of placements for the different OT years<br>• Offers are listed on a database held by the PEC/RPF. |
| **Placement Match** | • Each student's previous placement experience and individual learning needs (as identified in their previous assessment form) are reviewed<br>• In as far as possible, placements available are matched to student's experience and learning needs, as well as to ensure regulatory body requirments are met. |
| **PEC liaison** | • Student allocation sent to each placement site by PEC.<br>• PEC provides additional information, such as placement assessment form, resources and induction checklists, handbook, resources etc.<br>• PEC provides a proof of indemnity to each site. |
| **Student liaison** | • Students advised of placement site and contact details of PE.<br>• Students must email a copy of their CV and proof of garda clearance to PE within one week of receiving their allocation. Such correspondance must be professional and timely.  Where possible, the student and PE should arrange a pre-placement site visit and request recommended reading list. |
| **Additional Admin** | • Students and/or PEC may be asked to submit additional documentation in advance of placement in accordance with placement site policies and procedures. |
| **Ongoing liasion** | • PEC will maintain contact with each placement site and student throughout the placement.<br>• Each site and student should contact PEC/RPF/PTs if any queries or issues arise on the placement.<br>• PEC/RPF/PTs will offer a half-way phone call or visit to support both the student and PE.<br>• Student will attend half-way day and post placement day.<br>• Student and PE will submit relevant paperwork at the end of placement |

**Figure 5. Process for sourcing and allocating placements**

# Section 3:
# The Stages of the Practice Education Placement Process

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# Section 3: The Stages of the Practice Education Placement Process

## 3.1 Stages of the Practice Education Placement Process

It is essential to ensure that good practices are taking place on practice education placements, as it enhances the learning outcomes for students and with efficient management aims to promote quality outcomes for all partners throughout the practice education process. The Therapy Project Office sets out guidelines that aim to support and enable the process of practice-based learning for students.

In summary, these guidelines give guidance on:

- **Preparation:** Preparation for the Practice Education Placement
- **Maintenance:** During the Practice Education Placement
- **Review:** Post-Practice Education Placement

Figure 6 further elaborates on each stage of the process:
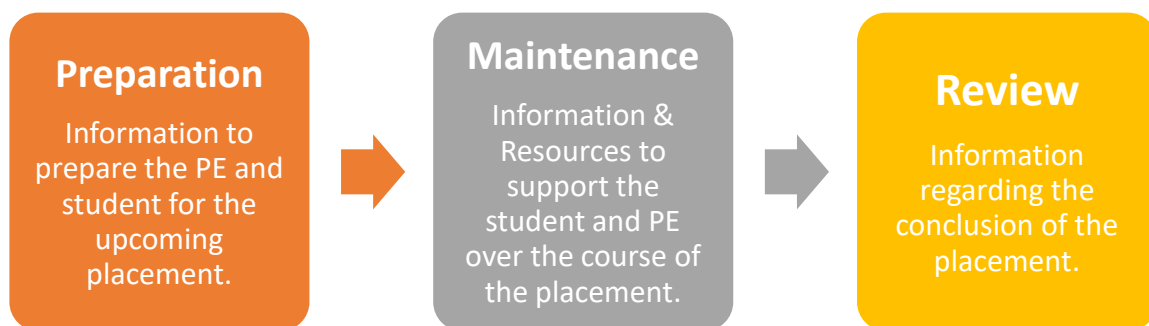


**Figure 6. Stages of the Practice Education Process**

Table 11 outlines the roles and responsibilities of the practice educator, the student and the college-based Practice Education Team at all stages of the Practice Education Placement Process. All stakeholders are strongly encouraged and are suggested to follow through on the actions outlined in the table at each stage of the process to ensure best practice.

**Table 11. Roles and Responsibilities of the Practice Educator, the Student and PEC/RPF.**

| | Practice Educator | Student | PET at Trinity |
|---|---|---|---|
| **Preparation: Before the Placement starts** | Complete all relevant placement offer documentation, as per Trinity. Read the Practice Education Handbook & review training materials. Prepare a student orientation file. Update student induction folder (if necessary). Familiarize self with the assessment form & other relevant student related resources. Ensure Garda clearance/insurance documentation is received & agree with site procedures. Plan student caseload & objectives. Consider quality influencers on placement (culture, environment, relationship, opportunity). | Attend Preparation for Practice Module/Workshops. Attend 1:1 meetings with PEC/RPF (if required). Send CV & introductory email (include Garda vetting) to assigned Practice Educator within 1 week of receiving allocation. Read the Practice Education Handbook and all other documentation as sent by PET Team. Read the CORU & AOTI Codes of Ethics. Complete and upload all COVID-19 essential documentation as outlined on blackboard Complete pre-readings for the placement. Complete pre-placement site visit. Find out the uniform/dress policy & first day protocol. Develop a draft learning contract. Engage in any online training and/or induction processes | Review placement requirement checklist. Coordinate & deliver Practice Education Module. Provide PE training. Provide information to the Practice Educator on the student; student insurance & other relevant PE resources. Ensure that all students have completed and uploaded all COVID-19 essential documentation onto Blackboard |
| **Preparation: Week 1 of placement** | Orient the student to the setting. Negotiate & agree a learning contract. Establish regular (weekly) supervision. Support the student to engage in induction processes | Complete the induction checklist. Wear appropriate dress. Negotiate & agree a learning contract. Maximize learning opportunities. Ask questions. Engage in induction processes | Maintain contact with students & PE. |
| **Mainten-ance** | Utilise all resources available & monitor student's progress. | Utilise all resources available & monitor feedback & progress you are making. | Maintain contact with students & PE. |
| **Mainten-ance: Half-way** | Complete the halfway assessment/report. Contact the PEC/RPF if there are concerns regarding student's performance/competence. Review & maintain the learning contract. Provide regular formal & informal feedback. Continue weekly supervision. | Complete the half-way assessment/report. Review & maintain the learning contract. Listen to feedback & continue to maximize opportunities for competency development. Attend mid placement debrief & review day. Continue weekly supervision | Offer Half-way visits & phone calls. Coordinate & deliver mid placement debrief & review for students. Provide on-going support to PEs & Students |
| **Review: End of Placement** | Complete final assessment/report. Meet with student to discuss assessment/report. If keeping a copy of the assessment form, obtain consent from student. | Complete the final report. Self-evaluate prior to final marking. Thank educator for taking you as a student. Request copy of assessment form for CPD portfolio. Retain original copies of supervision forms for CPD portfolio. | Collect & file final assessment forms. |
| **Review: After Placement** | Complete feedback form Return assessment form & feedback form to PEC/RPF via post in Trinity Request additional debrief with PEC/RPF if required. | Complete & submit feedback form to TCD. Attend post placement debrief & review day. Complete & present reflection during debrief and review day. | Review student & PE feedback & manage accordingly Facilitate 1:1 debrief meetings (where necessary) Coordinate & deliver post placement workshop, debrief & review meetings for students. |

There are a number of resources to support both the practice educator and the student throughout the different stages of the Practice Education Placement process. Please see below (table 12 and 13) for a full list of resources available to support the practice educator (table 12) and students (table 13) at each stage of the practice education placement process. All of these resources are in the Appendices of the Handbook and are also available for download on the Trinity Discipline of Occupational Therapy website; https://www.tcd.ie/medicine/occupational-therapy/practice-education/

| Practice Educator Resources: Preparation | Practice Educator Resources: Maintenance | Practice Educator Resources: Review |
|---|---|---|
| Practice Educator Training Resources | Assessment Form | Post-placement administrative checklist |
| Practice Educator Pre-placement administrative checklist | Timelines and Expectations Document | Consent Form for Retention of Copy of Student Practice Education Assessment Form |
| Placement Planning Document | Clinical Observation Aid | Practice Educator Placement Feedback Form |
| Practice Education Placement Induction Checklist | Supervision Form | |
| Pre-placement site visit | Learning Contract/Personal Development Plan | |
| Practice Education Handbook | Struggling Student Pathway | |

**Table 12. Practice Educator Resources to support the Practice Education Placement Process**

| Student Resources: Preparation | Student Resources: Maintenance | Student Resources: Review |
|---|---|---|
| Attendance and Review of Resources from the Pre-placement Modules | Assessment Form | Student Placement Feedback Form |
| (General) Pre-placement Administrative Checklist and COVID-19 specific pre-placement checklist | Timelines and Expectations Document | Post-Placement Progress Review Return Day |
| Information for Occupational Therapy students commencing a PE placement during COVID-19 pandemic | Clinical Observation Aid | CPD Portfolio & Guidelines for the development of CPD Portfolio |
| Pre-placement reading (in essential COVID-19 reading) | Supervision Form | |
| Pre-placement site visit | Learning Contract/Personal Development Plan | |
| Practice Education Handbook | | |
| | Struggling Student Pathway | |
| Curriculum Materials on Blackboard from all four years of the Occupational Therapy course | Practice Education Handbook | |
| CPD Portfolio | Mid placement review and debrief day | |

| Practice Education Placement Induction Checklist | | |
|---|---|---|

**Table 13. Student Resources to support the Practice Education Placement Process**

## 3.2 Orientation of the Student to the Practice Education Placement Setting

Research has indicated that one of the most important factors in a quality placement is a welcoming environment that is organised and orientates the student to the placement. This checklist is a suggested reference for both the Practice Educator and the student as to what could be covered in the students' orientation to the placement site.

**Initial Orientation Need: Day One**

- ✓ Desk space OR area student can work/desk sharing.
- ✓ Storage of personal belongings/ Directions to the Toilet facilities, Tea/coffee/lunch facilities
- ✓ Policy on mobile phones/ computer use/internet.
- ✓ Orientation to building/
- ✓ Orientation to Health and Safety procedures, locking up, personal safety procedures.
- ✓ Timetable/ Working hours/Diary if being supplied
- ✓ Fire safety (evacuation plan, location of extinguishers etc.)
- ✓ Procedures on answering the phone/Mobile phone/devices policy.

**Introduction to Staff / Staff Roles**

- ✓ Introduction to key personnel
- ✓ Provide staff list and contact phone numbers.

**Orientation: Week One**

- ✓ Introduction to building security
- ✓ Introduction to Infection prevention and control
- ✓ Introduction to the resources on site.

**Getting to Know the Student**

- ✓ Discuss past placement experiences – positive and negative learning experiences
- ✓ Identify skills/strengths from past placements and areas for development based on feedback from previous educators
- ✓ Explore personal objectives and preferred learning style.
- ✓ Discuss any disability related issues and if reasonable accommodations required.

## 3.3 Communication and Contact with Students and Practice Educators

Throughout the Practice Education Placement (in advance of the start of the placement, during it and on cessation), Practice Educators and students are encouraged to contact the Practice Education Team if they have any queries, issues or require information. An open communication pathway is encouraged and the Practice Education Coordinator and/or the Regional Placement Facilitator can be contacted via mobile or email from Monday to Friday. The Practice Education Coordinator and/or the Regional Placement Facilitator will respond to queries within 24 hours. The contact details for both the Practice Education Coordinator

and/or the Regional Placement Facilitator can be found at the beginning of this Handbook and at the end. The Practice Education Coordinator and/or the Regional Placement Facilitator provide contact with students and Practice Educators throughout the placement via email by sending in check-in and reminder emails (e.g. about resources to support the placement, reminder to complete half-way assessment form). These emails again encourage all stakeholders to contact the Practice Education Coordinator and/or the Regional Placement Facilitator if they have any queries. All of which are aimed at promoting and maximising ongoing liaison between placement sites and the college-based PET.

There are also a number of other communication contacts during the practice education placement process. These include mid-way and post placement review and de-brief days for the students, half-way visits and/or phone-calls for both the Practice Educator and the students, and additional visits if required to support the Practice Educator and/or the students.



**Figure 7. Forms of Communication and Contact with Students and Practice Educators**

### 3.3.1 Review and Debrief Days (mid and post placement)

During each Practice Education placement; 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year students will have **two** debrief days which are facilitated by the Practice Education Team. These return days are typically organised for a half-day approximately half-way through the duration of the placement and on the last day of the practice education placement. ***(These de-brief days may be delivered online during the Covid-19 pandemic.)

Due to the shorter duration of the 1st year placement, the 1st year students will have one debrief day which is organised for immediately after the completion of the two-week placement, once the students return to academic lessons.

The purpose of these review and debrief days are to:

- ✓ Provide support to link theory with practice
- ✓ Support the development of competencies and standards of proficiency
- ✓ Facilitate peer education and support
- ✓ Facilitate reflection on the practice education experience
- ✓ Provide an educational forum for the development of professional issues
- ✓ Provide an opportunity to provide feedback to the Practice Education Team relating to the Practice Education experience.

These return days count as practice education hours and should be included when calculating the number of hours of practice education experience for each practice education placement.

### 3.3.2 Half-way visits/phone calls

The Practice Education Coordinator and/or Regional Placement Facilitator will offer a half-way visit (where appropriate) or a phone/online call mid-way through the placement (please see appendix section for Half-way visit report) to offer support to the practice educator and student to progress the learning objectives and assist in the management of arising concerns. ***(Half-way visits may be conducted online by virtual means during the Covid-19 pandemic.)

### 3.4 Assessment of Student Competence in Practice Education Placements

### 3.4.1 Assessment Forms

Students are assessed on their Practice Education Placement by their assigned Practice Educator. Each academic year of placement is assessed using a specific Assessment Form (Please see Appendix section), and a different level of competency is assessed at each stage of the course. All competencies link to the CORU Standards of Proficiency (see appendix section).

Student competence is assessed and recorded on the relevant competency assessment form as listed below:

- Junior Fresh Year 1: Practice Education Assessment Form
- Senior Fresh Year 2: Practice Education Assessment Form
- Junior Sophister Year 3: Practice Education Assessment Form
- Senior Sophister Year 4: Practice Education Assessment Form

The Junior Fresh; Year One assessment form comprises of eight competencies which relate to professional behaviour. The Senior Fresh, Year Two form comprises of 37 competencies while the Junior Sophister Year Three and Senior Sophister Year Four assessment form comprises of 58 competencies. The Senior Fresh, Junior Sophister and Senior Sophister Assessment forms assess competencies across five areas:

1. Occupation Competencies
2. Communication Competencies
3. The Occupational Therapy Process Competencies
4. Professional Behaviour Competencies
5. Professional Development Competencies

The assessment form must be completed at **two points in time** across the placement; half-way through the placement (for example; end of week 1 of 2-week placement or end of week 5 of the 11 week placement) and on the final day of placement.

The Timelines and Expectations Document should be used in collaboration with the assessment form to support the Practice Educator in exploring where the student should be at in terms of the competency at the point of assessment.

***The Half-Way Assessment:***

At the half-way point in the placement, the Practice Educator must indicate whether the competencies are either; 'Not Evident'; 'Emerging', 'Evident' or 'Enhanced'. A description of these ratings are highlighted in the box below:

| NOT COMPETENT | COMPETENT |
|---|---|
| **NOT EVIDENT =** This competency was not demonstrated. | **EVIDENT =** Competency **consistently** demonstrated. |
| **EMERGING =** This competency was demonstrated but not consistently/satisfactory. | **ENHANCED =** Competency **consistently** demonstrated. Performance is of high standard. |

The Practice Educator is required to place a tick in the box that best reflects where the student is at in terms of their demonstration of each of the competencies on the form.

A space is provided at the end of each of the five Competency sections for additional comments. (*This does not apply to first year assessment form whereby there are 8 general competencies only). In these spaces provided the Practice Educator and Student can provide an overview of strengths and limitations in relation to the named competency area. Both parties can also list strategies agreed to address named limitations (where necessary).

Furthermore, the 'Half-way Formative Assessment' Section (at the beginning of the assessment form) must also be completed by both the Practice Educator and the Student. The section entitled: 'Summary of Practice Educator's Comments and Feedback' must be completed by the Practice Educator and should provide comments and feedback about the student's overall performance of the competencies at the half-way point. Again, this section is useful for highlighting strengths; limitations; strategies agreed to address named limitations; goals for latter half of placement etc. The student must then complete the section entitled: 'Student's Comments and Feedback'.

This section must then be signed and dated by both the Practice Educator and Student on the date of completion.

**Please Note:** At the Half-way assessment point, if the student is achieving a 'Not Competent' grade (i.e. marked in the 'Not Evident' or 'Emerging' boxes) and there is a concern that the student may be struggling on the placement to demonstrate the competencies, the Practice Education Team in the Discipline of Occupational Therapy should be contacted immediately for discussion and support.

*The Final Assessment:*

At the final assessment stage, the Practice Educator is required to place a tick in the box that best reflects where the student is at in terms of their demonstration of each of the competencies on the form.

Please note that a student must achieve a competent grade (i.e. either 'Evident' or 'Enhanced') in **ALL** competency areas at the final assessment in order to reach an **overall 'competent grade'** in his/her placement.

A space is provided at the end of each of the Competency sections for additional comments. In these spaces provided the Practice Educator and Student can provide an overview of strengths and areas requiring development in relation to the named competency area.

The 'Final Formative Assessment' section on must also be completed by both the Practice Educator and the Student. The Section entitled: 'Summary of Practice Educator's Comments and Feedback' must be completed by the Practice Educator and should provide comments and feedback about the student's overall performance of the competencies on the placement. The student must then complete the section entitled: 'Student's Comments and Feedback'. This form must then be signed and dated by both the Practice Educator and Student.

*Pages 1 and 2:*

Furthermore, page 1 and page 2 of the assessment form must also be fully completed at the final assessment stage.

**On page 1** The Practice Educator must complete the following:

- Details of placement site and practice educator/student details
- Numbers of days the student was absent from placement (if applicable)
- **Total number of placement hours** completed
- **Overall level of achievement.** The Practice Educator must tick **the 'Competent' box** (i.e. all competencies have been met by an 'Evident' or 'Enhanced' grade at the final assessment) or the '**Not Competent' box** (i.e. all competencies have not been met (1 or more competencies have been rated as 'Not Evident' or 'Emerging' at the final assessment). Please note that if the student receives a 'Not Competent' grade, a member of from the Practice Education Team in the Discipline of Occupational Therapy should be present when this grade is given.

*Please complete and sign page 1 at the end of the placement.

**On Page 2** the Student Hours Log must also be completed by both the Practice Educator and the Student. The student should log their hours weekly over the course of the placement in order to ensure that there is no query at the final assessment. The Practice Educator should sign off on the hours recorded on a weekly basis. Details relating to leave (if any) and public holidays should also be recorded on page 2.

Please see Appendix Section for full guidelines for completing assessment forms.

*Submission of the Assessment Form:*

The assessment form must be posted to the Practice Education Coordinator or the Regional Placement Facilitator **within 5 working days** of completion of the placement. Medical Certificates (if any) should be included (where relevant).

*If you require further information regarding the completion and/or submission of the Practice Education Assessment Forms please contact the Practice Education Team; persons listed below:*

Claire Gleeson, M.Sc., PG. Cert, AdvCertEd., B.Sc. (Cur. Occ.).
Practice Education Coordinator
Discipline of Occupational Therapy
Trinity Centre for Health Sciences
St James's Hospital, James's Street, D08 W9RT
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Email - clgleeso@tcd.ie or otpracticeed@tcd.ie  Tel – 01 8963212 and 087 936 9069


Lorna O'Shea
Regional Placement Facilitator
Discipline of Occupational Therapy
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### 3.4.2 Formal Reflective Presentation

- All students formally present one in-depth reflection on 1 **KEY learning experience** that occurred over the course of the placement. A KEY learning experience = any experience which resulted in **significant learning** which will impact on future professional practice.
- The students will be required to utilise a reflective model to explain their learning.
- This formal presentation will be conducted by each student at the Return Day in Semester 2. Peer feedback will be provided by fellow classmates and a member of the Practice Education Team.

*Further guidelines on the requirements for the Formal Reflective Presentation based on a Learning Experience will be provided and discussed in class.*

## 3.4.3 Recommended Educational Approaches for Each Practice Education Placement Level/Year

| Level | 1st Year (PE1) | 2nd Year (PE2) | 3rd Year (PE3) | 4th Year (PE4) |
|---|---|---|---|---|
| **Focus** | Exposure to a practice context. | Acquisition of basic practice skills and competence. | Developing and consolidating competence and skills. | Integration of skills and demonstration of competence to graduate. |
| **Educational Approach** | Teach. | Educate and provide opportunities for practice. | Facilitate guided participation in practice skills, students learn through learning by doing. | Relinquish control, allow student to develop and show competence and autonomy. |
| **OT Practice** | Student observes or participates with direct instruction. Allow some 'hands on'. | Student begins to participate in all aspects of practice (Referral – assessment – intervention etc.) Increase challenges in routine situations. | Student begins to participate in all aspects of the OT Process. Begins to take responsibility for clinical decisions and is facilitated to deliberate on the complexities of practice. Trust the student with independent tasks & basic case management. | Student to organize, lead, choose assessments/interven-tions. Evaluate performance collegially. Allow to manage a caseload and identify strategies for managing complexity. |
| **Feedback** | Provide direct and specific feedback. | Provide a mix of direct feedback and asking student to identify what went well and what were the challenges. | Ask student to self-evaluate by stating what went well, what did not go well and what they would do differently next time. Facilitate this discussion and provide feedback on gaps identified | Ask student to reflect and self-evaluate before giving direct and specific feedback. |
| **Reasoning** | Use case narratives or stories and explain your thinking and decision making to the student. | Use narratives and case stories and discuss options (get students to choose correct options) for clinical decisions. | Use narratives and case stories but prompt student to identify their reasoning by asking them to describe, explore/discuss options or | Provide expectations that students will instigate clinical reasoning discussions pre and post client interventions. |

| | | | alternatives to interventions. | |
|---|---|---|---|---|
| **Theory** | Prompt student to think about how the Person, their Occupation, the Environment, and their participation (PEO) can be applied. | Ask the student to report on a model or theories that may apply to clients in this practice context. Discuss their choice and give guidance | Ask student to analyse and present on an application of a model / theory relevant to a chosen client in this setting. | Set expectations that a model of practice and theory will be or was applied to clients and give time for student to defend their choice and how it was applied in practice. |
| **Evidencing Learning** | Prompt student to ask questions and provide options for answers, students can choose the one they think may be correct. | Ask students to tell you why a task is being completed / approached in a certain way. | Prompt student to communicate their thinking in pre and post intervention including possible options for the next action. Have discussions that allows the student to demonstrate their learning. Encourage students to seek out learning opportunities and report back | Expect the student to report on their thinking (options and choices), reflections, and self-evaluation of performance. Facilitate critical evaluation of their performance and identified plans to for improvements. |

**Table 14. Recommended educational approaches for each placement level**

## 3.5 Devising a Learning Contract/ Personal Development Plan

A learning contract/ Personal Development Plan is a tool which can facilitate the practical application of self-directed learning, and as such, it has particular relevance within the practice education placement setting. To be effective, it must be a continuously negotiable working document between the practice educator and the student. Using a learning contract/ Personal Development Plan while on practice education placements encourages the student to take an active role in all stages of their learning. It provides the student with the flexibility of individualising their learning by establishing meaningful goals which reflect their own strengths and weaknesses. Within the context of the practice education experience, the learning contract/ Personal Development Plan allows the student to blend the necessary objectives for practice education with their own personal learning goals. When the student is initially identifying their learning goals he/she needs to give careful consideration as to whether or not the desired outcomes are achievable objectives given the available resources and the need to meet the required practice education objectives/competencies/standards of proficiency on which the student will be assessed. The identified goals must also be consistent with the student's current level of practice education placement and professional development and not be unrealistically high or low.

A collaborative working relationship between the practice educator and the student is essential when using learning contracts/Personal Development Plan. The process of

negotiation and the formulation of a written agreement aim to make the responsibility of both parties explicit. It also clarifies and makes explicit the expectations that the practice educator has of the student and the expectations that the student has of themselves and of the practice educator, in relation to meeting learning needs, (Alsop & Ryan, 1996). The skills of giving and receiving feedback enhance the working relationship and need to be nurtured during the practice education placement. The student should bring a draft learning contract/ Personal Development Plan to the placement. During the first week of placement the student should be exposed to potentially different learning opportunities and on completion of same, the contents should be negotiated and agreed in the first week of placement and reviewed in supervision. The learning contract focuses the learner on their goals for the placement.

Learning contracts need to be regularly reviewed to allow for changes as objectives are met and new learning objectives are developed. This is to acknowledge that learning is a dynamic process and that the learning environment can be both volatile and changeable. Regular professional and documented supervision with the practice educator provides a forum for the two-way negotiation that is needed to make changes and to acknowledge learning developments. It also provides a forum for feedback. The focus in self-directed learning is on the facilitation of learning. It is intrinsic rewards such as a sense of achievement and increased self-esteem that are valued by the adult learner. To this end, the learning contract/ Personal Development Plan is a vehicle which facilitates the development of intrinsic professional values for the student occupational therapist.

Learning Contracts should specify the following:

1. Link to the Competency Area and Competency number
2. The learning objectives or goals to be achieved
3. The support/strategies required and resources available
4. Details of how learning goals or objectives will be addressed
5. The timeframe within which goals or objectives should be achieved
6. The nature of the evidence that will indicate when goals or objectives have been met
7. The criteria to be used to assess the evidence
8. The signatures of the parties involved in the contract.

**Twelve steps to working through a learning contract:**

**Step 1:** The learner's needs or gaps in knowledge or skills are clarified: student identifies strengths, knowledge and skills and identifies weaknesses in relation to current placement. Practice Educator can provide guidance.

**Step 2:** Learning outcomes are defined:  Agreeing on what will be achieved in a defined timescale.

**Step 3:** Learning opportunities and resources needed to attain outcomes are identified e.g. literature, technology, members of the multi-disciplinary team etc.

**Step 4:** The process by which learning is to occur is specified in a plan.  Plan reflects learning strategies to be used.

**Step 5:** Responsibilities of the people involved are detailed.

**Step 6:** Timeframe for completion is determined:  Practice Educator facilitates the student to set a realistic timeframe.

**Step 7:** The criteria against which the achievement of goals is to be assessed are recorded:  A checklist for the evidence required to ensure that the terms of the learning contract are fulfilled.

**Step 8:** The learning contract is signed by both or all parties:  shows commitment to a contractual activity.

**Step 9:** The learning activities are undertaken:  New themes or interests may emerge through original outcomes should not be discarded.

**Step 10:** The contract is revisited and revised as necessary as the plans progress.

**Step 11:** Outcomes are evaluated against the recorded criteria:  Good to consider what helped or hindered learning process.

**Step 12:** Future needs may indicate a renegotiation of the contract.


Please see appendix section for learning contract/Personal Development Plan. Below is a table providing examples of items for use in the learning contract/personal development plan.

| Year | 2nd Year | 3rd Year | 4th Year |
|---|---|---|---|
| **Performance Skills** | Be able to complete simple and straightforward skills e.g. assessment/s under supervision | Be able to complete tasks with guided participation e.g. do assessment/s with some complexity with guided participation. | Complete autonomously e.g. do assessment/s with some complexity but able to report back to educator identifying work completed. |
| **Theory** | Describe or explain theory relevant to the setting | Select an appropriate model of practice/theory and apply their choice to clients in the setting. | To be able to integrate theory into everyday practice |
| **Evidence based practice** | Be able to identify one/two key research used in this setting | Be able to apply evidence-based practice in discussion with practice educator in supervision | Be able to analyse, critique, select and apply evidence in practice by leading discussions in supervision |
| **Thinking Skills** | Is able to demonstrate an understanding of clinical decision making through explanation in supervision | Be able to provide other options when discussing clinical decision making and give sound thinking on why other options may be relevant | Will be able to initiate and lead on one innovative or new decision making based on evidence- based practice that will benefit the service or the service users |
| **Learning Behaviour** | Identifies relevant questions and uses reflection with educator to develop plans of development | Seeks confirmation of tasks to be completed. Active reflector with educator with detailed and relevant onward planning to develop | Seeks guidance and supervision as needed with insight into abilities, strengths, needs and weaknesses. Evidences reflection in supervision with relevant planning |
| **Attitude to work based learning skills** | Is able to use initiative in mundane and routine tasks e.g. setting up a room, organising clinics | Is able to use initiative on basic work tasks, e.g. liaising with nurse night staff on patients, doing a chart review, completing screening etc | Is able to complete work tasks independently and without prompting e.g. organising clinics |
| **Communication skills** | Is able to complete communication tasks with other staff informally | Is able to communicate formally with other staff, patients, carers, families and services on routine matters | Is able to communicate informally and formally with other staff, patients, carers, families and services on matters relating to their client caseload |
| **Time management skills** | Is able to prioritise tasks with assistance and complete work tasks in the time frame given | Is able to manage small caseload for setting. Is able to prioritise work tasks appropriately and complete essential tasks in a timely fashion | Is able to manage part of a clinician's caseload and work tasks to practice pace. Is able to prioritise and complete work tasks in required timeframe |
| **Attitude to feedback** | Is able to listen to feedback from educator and voice a plan of changes to be made | Is able to listen to feedback from educator and others. Is able to voice a plan, and implement that plan of changes to be made to practice | Is able to self-evaluate performance and seek clarification or elaboration from educator and others. Is able to voice a plan, and implement that plan of changes to be made to practice |

**Table 15. Examples of items for learning contract/personal development plan.**

## 3.6 Trinity Supervision Guidelines (Protocol 2)

Supervision, defined by the College of Occupational Therapists London, is 'a professional relationship which ensures good standards of practise and encourages professional development'. This has expanded to include 'supervision is not the equivalent of performance review, of counselling or of monitoring; it is a relationship concerning accountability and responsibility for work carried out.' (COT, 2006). AOTI, 2010 define professional supervision as "a partnership process of on-going reflection and feedback between a named supervisor and supervisee in order to ensure and enhance effective practice" (AOTI 2010).

Some common elements can be drawn from the wide array of definitions around supervision:

- Supervision involves a professional relationship.

- It is a process.

- It is active/dynamic, having objectives.

- It may involve a range of activities.

- It is supportive.

- It relates to standards, effectiveness and competence.

- It relates to the acquisition and development of knowledge, skills and values.

- It can incorporate personal, professional and organisational elements.

- It can be reflective when related to practice.

Supervision is an integral part of Practice Education placements for students. The educational and supportive supervisory functions of Practice Education supervision are closely aligned to those of professional supervision for qualified staff; therefore, the experiences that students gain from being supervised and of taking on the responsibilities of being a supervisor begin early in an Occupational Therapist's career (AOTI, 2010).

**Supervision can be separated into the following 4 sections:**

***Competency Review (Learning and Development):*** Progress from last week (including student self-appraisal from reflection), what went well, what were the challenges, what is to be completed by the next week and to what standard.

***Development of reasoning and reflection (Developing practice thinking):*** Discussion on case study or other cases regarding the occupational therapy process, best practice, local policy and procedure, application of theory or duty of care. Encourage multiple perspectives including those of the service user to develop critical thinking skills.

***Support and encouragement (Developing as a professional):*** Discuss personal challenges of working in this setting and strategies for management of self and as well as professional approaches to others. Practice Educators need to give space for students to be supported in managing emotions, stress and anxiety generated from new experiences on placement. They are being socialised into the profession so supervision can facilitate a sense of 'belongingness' to this placement and to the profession.

***Accountability (Developing professional autonomy and confidence):*** Ask student to report on how they have used their initiative this week, such as what they have researched or read, what progress they have made on project work or what ideas they have for the development of new resources. Encourage and reinforce appropriate use of time in the workplace as they need to develop as independent and proactive professionals.

Formal Supervision is vital, and Practice Educators must acknowledge the importance of supervision sessions and ensure that the appropriate time and space is allocated and protected. Supervision should occur weekly at pre-arranged times, in a quiet environment and supervision sessions should last approximately 1 hour and should form as an essential feature of the placement and a key element in the supervisory relationship. All supervision sessions must be documented, and a copy of the documentation must be given to the Practice Educator and student.

**Frequency and format of supervision:**

- Supervision should be scheduled as a **weekly formal meeting - 1 hour in duration.** The date/time of each supervision session should be agreed at the beginning of each week.
- Supervision should be held in a **suitable environment** that is private and distraction free.
- Supervision should be a **collaborative process** with both parties setting objectives, engaging in discussion, and planning future actions.
- Supervision should be **recorded on the weekly supervision form** (Appendix Section). The Practice Educator and student can turn take documenting or agree who will document at the beginning of the supervisory relationship. In either case, all information documented must be agreed by both parties and must be completed before the completion of the supervision session.
- All supervision documentation should be retained by the student at the end of placement and included in their CPD portfolio.

**Supervision Resources:**

- Students and PEs should **prepare** for the supervision meeting using the Trinity supervision form (see appendix section). The completion of the student pre-supervision section on the weekly supervision form is mandatory.
- The **learning contract/personal development plan** should be an integral part of supervision and should be reviewed or added to in the supervision session.

- Students and Practice Educators should ensure to have the **Timelines and Expectations Document (see appendix section)** and **Placement Assessment Form (see appendix section)** at each supervision session – for reference and discuss where necessary.

## 3.7 Providing Feedback to Students

**Informal**

Feedback is the most important part of educating students in work settings.  It is highly valued by students, but they prefer realistic feedback, so be direct and factual.  After a student contributes to an activity it is the ideal time to give informal feedback.  This can be an overall performance, verbal and non-verbal communication, content, knowledge, approach, pace or attitude to the activity.  Tell the student what went well and give goals that they need to achieve next time… 'you did this well on these aspects 1) 2) and 3) but next time I would like to see you work towards achieving 1) 2) and 3)'.  Respond positively to feedback seeking behaviour.  Sometimes it is useful to use the word 'feedback' as some conversational style feedback may not be perceived by the student as feedback on their performance.  If a student is becoming over demanding of feedback and this is impacting on your workload, agree some ground rules or boundaries.

**Formal**

It is recommended that formal supervision is provided weekly. Ask the student to prepare for the meeting with a reflection on one or two activities they contributed to during that day or during a specific time period.  Give them time to self-evaluate and evidence that they have heard your previous informal feedback and what to describe the actions they have completed as a result of that feedback.  Discuss how they can ensure they work towards achieving the performance goals. Discuss their proposed strategies to achieve these goals and their relevance to this placement. In other words, reflect but also ensure they are travelling towards achievement of competencies.  The student will want realistic feedback. Give examples of good performance, their strengths and their skills.  Identify areas that need to be addressed in future placements. Make a plan for the following week. This will ensure that the student is clear about the next steps that need to be completed.
If concerns exist be specific on these concerns.  Give clear expectations on what they need to show or perform to indicate the achievement of an 'evident' competence grade at the end of this placement.

## 3.8 Managing Concerns Related to Students Performance on Practice Education Placements- The Struggling Student Pathway

While concerns may be complex and sensitive and will be managed on a case-by-case basis, the Discipline of Occupational Therapy have devised 'The Struggling Student Pathway' as a suggested framework to use with students who are perceived to be struggling on their practice education placement. The pathway is intended to assist practice educators with their management of students who are struggling to achieve competency at any point during the placement. The pathway provides a number of key steps that can be taken to manage student competency concerns related to practice education placements.

It is intended that this pathway will be used in tandem with the standard teaching and learning supports provided to students and practice educators by the university-based Practice Education Team. This Pathway should not be implemented with the student without discussing the concerns that the Practice Educator has in relation to the student's demonstration of their competencies. The pathway will be made as a recommendation by the Practice Education Coordinator and/or the Regional Placement Facilitator.

Students and practice educators at tutor sites where a Practice Tutor is available will be supported by the Practice Tutor to assist with the implementation of this pathway.

Students and practice educators at practice education sites where there is no Practice Tutor available will be supported by either the Practice Education Coordinator and/or the Regional Placement Facilitator to assist with the implementation of this pathway.

Students and practice educators should also be reminded that in addition to the university-based Practice Education Team, there are other support services available to students throughout the course of the placement (e.g. College Tutor Service, Counselling Service, Disability Service and Health Service).

The following figure (Figure 8) outlines the first four steps of the struggling student pathway and the actions that should be taken by the Practice Educator.

**1. Identify & Validate**

- Refer to competency based assessment form to identify specific area/s of concern. Speak with PEC/RPF.
- Consider internal/external factors impacting on student's performance.
- Consider if your own teaching/learning style could be impacting on student's performance.
- Refer to "Timelines and Expectations" document (Appendix Section).
- Consider exploring alternative opinions via other OT collegues and/or MDT members.

**2. Manage Concerns**

- Complete a concerns management form with support of PEC/RPF
- PEC/RPF will support with this
- Re-iterate all support systems available to student at this point (e.g.university-based  PET, College Tutor Service, Counselling Service, Disability Service and Health Service).

**3. Implement Concerns Management Form**

- Implement action plan as agreed in concerns management form
- Allow one full week for the student to work on the action plan
- Provide prompt and direct feedback to the student on their progress on a consistent basis

**4. Review Concerns Management Form**

- Identify the goals from the action plan that were achieved
- Identify the goals from the action plan that were not achieved

**Figure 8. Phase 1 of the Struggling Student Pathway**

If all of the goals that were defined in the action plan (as per concerns management form) have been **achieved**, then this pathway is now **complete**.

If any of the goals that were defined in the action plan (as per concerns management form) have **not been achieved** the student is now at a higher risk of achieving an overall **"not competent"** grade. At this point the practice educator needs to consider whether the student has progressed from a **struggling** to **failing** student.

This is a very difficult decision-making process. The practice educator should/will be liaising closely with the university-based Practice Education Team for support with this. The following is a list of useful strategies/resources that can assist the practice educator at this stage of the pathway:

- Revert back to the strategies used during the validation process in step 1 to seek clarity and reassurance. This will involve re-referring to the competency-based assessment form; the "timelines and expectations" documentation; consulting with other colleagues etc.
- Review supervision records/other documentation to provide an overview of the student's progress to date.

Refer to the "**Failing student – Indicators**" (in the Practice Education Handbook Section 3.8.3). This section is intended to provide the practice educator with examples of circumstances/incidents which can often be associated with "not competent" outcomes. It is a basic reference point for all practice educators requiring further guidance and/or support in their decision-making processes regarding students who are at risk of a "not competent" grade. While this may prove to be a useful resource to practice educators this resource should not be used in isolation. The university-based Practice Education Team must be involved in the decision-making process and there must be concrete and consistent evidence to support all concerns put forward by the practice educator. The Practice Education Coordinator and/or Regional Placement Facilitator will support and guide the practice educator and student through the pathway.

Please refer to the extended pathway; phase 2 in figure 9 below, which provides guidance on how to proceed if all of the goals that were defined in the first action plan (as per concerns management form) are not achieved.

| 5. Adapt/Devise Concerns Management Form | • Review the goals that have not been achieved<br>• Re-set and prioritise SMART goals with the student and complete a second Concerns Management form<br>• Deadline for review of goals should be shortened: 4-5 days<br>• Start to formally record  time attribtued to supervision/feedback (formal/informal)<br>• **If student is at a high risk of receivng a "not competent" grade this should be made clear to the student and PEC/RPF as soon as possible** |
|---|---|
| 6. Implement Adapted/devised Concerns Management Form | • Implement updated concerns management form<br>• Provide prompt and direct feedback to the student on their progress on a consistent basis |
| 7.Review Concerns Management form | • Review updated concerns management form with student<br>• If all of the goals defined in the updated concerns management form have been achieved this pathway is now complete and the risk of a not competent grade is greatly reduced - student and practice educator can revert back to standard teaching and learning supports<br>• If all of the goals defined in the updated concerns management form have not been achieved the student is most likely facing a "not competent" grade and this will need to managed accordingly (see below) |

**Figure 9. Phase 2 of the Struggling Student Pathway**

### 3.8.1 How to Communicate and manage a "not competent" grade

Informing the student of a 'not competent' grade is extremely difficult and should be done in the most sensitive way possible. The practice educator must be well prepared for this discussion and he/she must be clear on the reasons for and evidence behind the "not competent" grade. The Practice Education Coordinator and/or the Regional Placement Facilitator should be present to support both the practice educator and the student. The environment in which this information is disclosed and discussed should be private and comfortable.

Both the student and the practice educator will be offered the opportunity to debrief with their Practice Tutor (PT) or Practice Education Co-ordinator (PEC) and/or Regional Placement Facilitator (RPF) after the placement is finished. These debriefing sessions are a useful way of reflecting on the practice education experience, identifying and acknowledging new learning achieved during the practice education experience, and

planning for new learning required prior to and/or during future practice education experience.

### 3.8.2 Key points regarding the management of struggling students

**Case-by-Case:** Cases where a student is struggling are very often complex and sensitive and should be managed on a **case-by-case** basis using an individualised and holistic approach at all times.

**Early Communication:** Once initial concern/s regarding the student's competency is raised the Practice Education Coordinator and/or Regional Placement Facilitator should be informed immediately. This contact should be maintained over the course of the placement with regular updates being provided by all parties involved.

**Consistent feedback:** Providing prompt and direct feedback to a struggling student on a consistent basis is extremely important for maximising insight/student learning. This feedback can be provided in an informal or formal manner. It is important to maximise the use of formal supervision sessions to discuss and address concerns. The Practice Education Coordinator and Regional Placement Facilitator recommends that the specific Trinity supervision forms are used in the case of struggling students. In such cases, it is important that the pre-supervision forms for both the student and the practice educator are also used (Please see Appendix Section).

**Clarifying student's understanding of feedback provided**: When providing important feedback to struggling students it is crucial that the practice educator clarifies that the student has accurately interpreted the feedback provided. You can do this by directly asking the student "what have you taken from the feedback I have given you?"

**Clear Documentation:** Students and practice educators are encouraged to document and co-sign all relevant discussions using the appropriate the Practice Education documents. This includes supervision forms; concerns management form etc. - all of which are listed in the appendix section of this handbook.

**Decision making:** Please remember that it is the practice educator's decision whether or not the student is "competent" or "not competent". The practice educator will be supported in this decision-making process but the final decision must be made and signed off on by the student's allocated practice educator.

**Meeting times**: If the practice educator is using this pathway with his/her student it is important that the times in which supervision and/or discussion regarding the student's progress with this pathway is completed earlier rather than later in the working week. We would recommend that supervision and/or discussion with such students takes place midweek so that the student is allowed time to process the information received and to ask all relevant questions prior to the student breaking for the weekend.

**\*Note:** If the student reaches stage 5 of the struggling student pathway whereby the action plan on the concern's management form is being completed for a 2$^{nd}$ time the practice educator and student should be aware that the student is **now at a high risk of failing.** At

stage 5, it is essential that the Practice Education Coordinator and/or Regional Placement Facilitator are heavily involved in the management of this case to support both the student and the practice educator.

### 3.8.3 Failing Indicators

The following are some examples of circumstances/incidents which can often be associated with "not competent" outcomes.  Please note that this is not an exhaustive list.

- Consistent non-compliance with feedback provided by practice educator despite regular reinforcement and encouragement
- Consistent demonstration of lack of insight which impacts on student's personal and professional development
- Recurrent feedback of a negative nature from other Occupational Therapy staff and/or members of the Multidisciplinary team regarding the student's behaviour and/or actions in a professional context
- Student's support requirements encroaching on Practice Educator's clinical and personal commitments on a consistent basis
- Constant supervision required during all patient contact despite expectations of enhanced performance according to the "Timelines and Expectations" document. This level of supervision may be required due to well-founded concerns regarding:
  1. The student's interactions with and/or handling of patients and/or
  2. The reliability of the student's observational/evaluation skills
- The occurrence of one or more <u>critical incidents</u> (*see definition below) despite prompt and direct feedback following each incident

<u>*Critical incident:</u>

A critical incident is defined as "any action or decision that has an ethical, legal and/or safety implication for patients, staff or visitors to a service".

While this may prove to be a useful resource to practice educators this resource should not be used in isolation and/or without concrete and consistent evidence to support your concerns.

The circumstances/incidents listed above are examples only. Should similar circumstance/incidents be apparent in the case of a struggling student this does not automatically imply that he/she should receive a "not competent" grade. Each case is highly individual and should be managed on a case-by-case basis with the ongoing support of the Practice Education Team. The decision making regarding a "not competent" grade is highly complex and all support networks available to the practice educator should be utilised.

# Section 4:
# Practice Education Protocols and Essential Information

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# Section 4: Practice Education Protocols and Essential Information

This section of the Practice Education Handbook outlines essential information for students and Practice Educators about Practice Education Placements. It details the protocols in relation to practice education placements.

## 4.1 Health Screening and Vaccination Requirements (Protocol 3)

In the interests of reducing the risk of the transmission of infectious disease from patients to students, or student to patient, all students must undergo a health screening in order to fully register on the Occupational Therapy course.

Students who do not undertake all elements of the Health Screening test in a timely manner will not be permitted to attend their Practice Education placement.

General guidelines for completing the health screening process and relevant documentation is available on the orientation website:
https://www.tcd.ie/students/orientation/undergraduates/health-screenings.php

1.Students must return satisfactory proof from their registered GP or Trinity College Health that they are not currently infected with **Hepatitis B** (core and surface) **or C**. In the case of a positive result from the above, a student must demonstrate a negative Hepatitis B e-antigen (HBeAG) and HBV-DNA viral load or a negative PCR test for Hepatitis C RNA.

2. Students must show they have been vaccinated for **Pulmonary Tuberculosis (TB)** with evidence of a BCG scar which their registered GP or Trinity College Health must record. If they do not have a visible scar their registered GP or Trinity College Health will be required to facilitate a Mantoux test. If a student has difficulty obtaining a Mantoux test or if their result is positive they will be required to provide a chest X-Ray.

3. Students must ask their registered GP or Trinity College Health to certify their immunity to **Chickenpox, Measles, Mumps** and **Rubella**. A blood test will be required to confirm this if no certificate of immunity is presented. A student may be requested to attend Trinity College Health to undergo vaccination for Chickenpox, Measles, Mumps and Rubella if required.

4. Trinity will only accept an original test result from a recognised medical establishment, stamped and authorised by a qualified official and carried out not more than nine months prior to entry. The University reserves the right in all cases to require a confirmatory test in a testing centre of its own choosing.

5. Overseas applicants are advised to undergo testing in their home country and to post the results directly to their department of study ASAP. Incomplete documentation will not be accepted**. Failure to complete all Trinity health screening requirements may result in a student being withdrawn from their course and a re-admission fee will apply.**

6. Precautions against infectious diseases are governed by the Blood Borne Viruses (BBV) regulations which have been agreed by the Medical Schools of Ireland and represent the consensus view of the Council of Deans of Faculties of Medical Schools in Ireland.

7. Before commencing clinical contact with patients, students may be required to undergo further testing to determine the effectiveness of their immunity to Hepatitis B. Depending on the results of the tests, students may be required to complete a series of vaccinations or obtain a booster. Full details will be provided following registration.

8.Prior to commencing placement, students must be vaccinated against COVID-19 and must be able to provide evidence of this vaccination in advance of the placement commencement date.

All costs associated with Health Screening must be met by the student.


## 4.2 Infection Control (Protocol 4)

During practice education placements students may be exposed to many unknown microbiological hazards. All placement sites have a local policy on infection control measures that are standard practice in their work area. It is the **students' responsibility to read any relevant information in their policies**. The student must always follow safe working practices and adhere to all infection control policies. Cross infection is a major risk to patients within hospitals/other practice education sites. Many patients have a lowered tolerance to infection. Universal precautions should be taken with all patients regardless of their health status. Basic infection control measures of hand washing, covering cuts/abrasions with waterproof dressings, keeping hair back from face, and maintaining high personal standard of hygiene is vital. Students should be guided by their practice educator and consult them if in any doubt about correct procedure.

In particular, please note policies on COVID-19, Swine flu, Methycillin Resistant Staphylococcus Aureus (MRSA), winter vomiting virus and Clostridium precautions.

**The HSE recommends that all allied healthcare students should get the flu vaccine** to prevent the spread of flu and save lives. Healthcare workers, including students, are at an increased risk of exposure and infection to flu. This then may increase the risk to family, colleagues, and patients. TCD Health Service can provide students with the flu vaccine (€15). It can also be obtained from your GP or Pharmacist. More information about flu and flu vaccination is available here: https://www.hse.ie/eng/health/immunisation/pubinfo/flu-vaccination/

Please be advised that new information documents have been developed in response to the COVID-19 pandemic and must be read and adhered to throughput placements.


## 4.3 First Aid (Protocol 5)

All students are encouraged to take a course in First Aid, in their own time. The cost associated with same must be covered by students. The following agencies offer First Aid

courses: St. John's Ambulance Brigade of Ireland, 29 Upper Leeson Street, Dublin 4, Telephone: 6688077 and Order of Malta – Ireland, St. John's House, 32 Clyde Road, Dublin 4, Telephone: 01 6140035.

## 4.4. Garda Vetting (Protocol 6)

Garda vetting is completed as part of the students' admissions procedure to Trinity College and is administered centrally by the Trinity College Academic Registry Office.

The Discipline of Occupational Therapy is informed, by an official from Academic Registry, when each student has received a satisfactory result from the Garda vetting procedure. Proof of Garda Clearance Vetting Outcome will be provided directly to each student from Academic Registry and **students will be expected to provide this proof of Garda Clearance document to their respective practice educator on each placement over the four years prior to undertaking each placement.** Please note that this document cannot be provided to the practice education site by any other persons or University staff and individual Garda Clearance Vetting outcomes are not held in the office of the Discipline of Occupational Therapy.

For more information, please see the following website:
https://www.tcd.ie/students/orientation/undergraduates/garda-vetting.php

If, as a result of the outcome of the Garda vetting procedure a student is deemed unsuitable to attend practice education placements, he/she may be required to withdraw from the Occupational Therapy course.

## 4.5 Student Insurance (Protocol 7)

Students studying on the Trinity Occupational Therapy programme are covered by Public Liability Insurance to the sum of not less than € 6,500,000 in any one event.

Proof of this indemnity is sent to each placement site by the Practice Education Coordinator and/or Regional Placement Facilitator prior to the placement commencement date.

## 4.6 Placement Hours (Protocol 8)

Students are required to work the same hours as their assigned practice site standard working hours e.g. 35 hours per week. They must work a minimum of a 35-hour week to attain the 1,000 hours to graduate. Students must have a minimum of a half hour lunch break. All hours worked, excluding lunch times are to be **recorded on the Practice Education Assessment Form on a weekly basis.** It is the **student's responsibility to ensure the hours are recorded accurately on this form and certified by the Practice Educator**. Three hours per week should be set aside for off-site study time. These off-site study hours should be calculated within the student's working week. Sickness or any other absences are not to be included as worked hours. Bank holidays or statutory days are also not counted as hours. A

minimum of 250 hours is necessary to pass the placement. Please see the table below for estimated placement hours over the course of the 4 years.

*Please note that there may be changes to placement hours as a result of COVID-19 and increased flexibility may need to be demonstrated by both Placement Sites and Students.*

| Year | Estimated total of hours to be completed based on 35 hour working week |
| --- | --- |
| Junior Fresh/1st year | 2 weeks x 35 hour working week= **approx. 70 hours** |
| Senior Fresh/2nd year | 8 weeks x 35 hour working week= **approx. 280 hours** |
| Junior Sophister/3rd year | 11 weeks x 35 hours working week= **approx. 385 hours** |
| Senior Sophister/4th year | 12 weeks x 35 hours working week = **approx. 420hours** |
| | ***(Note: If Bank Holidays fall over the period of the placement, these hours must be deducted from the working hours, i.e. hours not included if not worked).*** |

## 4.7 Punctuality and Time Management (Protocol 9)

Students are expected to arrive for work **on time and be fit for work**. Punctuality and appropriate time management are expected work-based professional behaviours. Students who persistently arrive late and have been given warnings, may fail (be deemed 'not competent') the placement due to poor time management.

## 4.8 Study Hours on Practice Education Placements (Protocol 10)

It is acknowledged that study is an important component of practice education. Study hours can only be calculated from time spent on placement-related learning, up to a maximum of 3 hours per week. Study time must be negotiated between the student and their practice educator and must have an agreed learning outcome relevant to the learning contract/personal development plan for that placement. This study time is at the discretion of the Practice Educator and does not have to be on a Friday afternoon.

## 4.9 Procedures in cases of absence (Protocol 11)

Attendance at all Practice education placements is **compulsory.** Please see below for an outline of procedures in cases of absenteeism from placement.

**Emergency or Illness related absence**

If a student needs to be absent from placement on unexpected medical grounds, they need to inform the Practice Educator (by telephone) and Practice Education Coordinator or Regional Placement Facilitator (by telephone or email) within 30 minutes of their expected start time. A text from the student to say they will be absent from placement is **not** acceptable. If a student is absent from placement for more than two consecutive days due to illness, they must provide the Practice Educator and Practice Education Coordinator with a medical certificate to support their absence. **This certificate should be returned to the college with the final assessment form.**

| Inform on-site Practice Educator | → | Inform Practice Tutor (if applicable) | → | Inform Practice Education Co-ordinator/Regional Placement Facilitator | → | Record number of sick leave days on Ax Form |
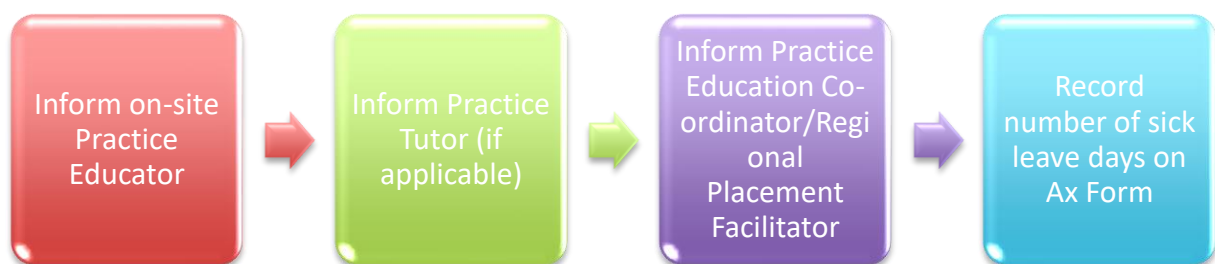
**Figure 10. Sick leave Process**

The number of days a student is absent will be recorded on the assessment form. Significant periods of sick leave during placement may have consequences for overall placement hours and should be brought to the attention of the Practice Education Coordinator or Regional Placement Facilitator at the earliest opportunity, as it can also impact on the student's competency achievement and thus overall competency. Missed placement hours may need to be made up to compensate for loss of practice education experience hours. This can be negotiated between with the practice educator and the student with assistance from the Practice Education Coordinator or Regional Placement Facilitator.  **Covid-19 related absences will be dealt with on an individual basis.

**Medical or Hospital Appointments**

Students who require time off for medical appointments must seek permission in-writing from their Practice Educator and Practice Education Coordinator. They need to provide an attendance note to the Practice Educator from the medical professional they attended. **This attendance note should be returned to the college with the final assessment form.**

**Dental Appointments/Emergencies**

Time out of clinical placement is not permitted for routine dental appointments. These appointments should be made during non-placement time. Exceptions to this rule can be made in an emergency situation whereby the student must discuss with the Practice Educator and Practice Educator Coordinator.

**Compassionate Leave**

If the student requires compassionate leave, they must contact the Practice Education Coordinator and explain the amount of leave required. The Practice Education Coordinator will liaise with the Practice Educator and agreements will be made if hours are to be made up on an individual basis.

**Holidays**

Holidays/short breaks **may not** be taken during placement as this is a work-based placement with a commitment to the clinical sites.

**Sporting Events**

Individual requests may be made for a sporting event that a student requires time off from their practice education placement. These requests will be considered by the Practice Education Coordinator and/or Regional Placement Facilitator however they are generally only granted in exceptional circumstances. Such requests must be made before the placement commences and if this is not possible, they must be made at least 2 weeks in advance of the event. In all instances, it is essential that all requests are made in a timely and professional manner. Please be advised that attending sporting events during your placement will have an impact on your placement hours and competency development.

**COVID-19 related absence**

Please refer to COVID-19 document for further detail regarding COVID-19 related absence. **Covid-19 related absence will be dealt with on an individual basis.

**Other Absence Requests**

Individual requests may be made for a special event (excluding holidays) that a student requires time off from their practice education placement. These requests will be considered by the Practice Education Coordinator and/or Regional Placement Facilitator however they are generally only granted in exceptional circumstances. A full day off placement for a wedding is only permitted for immediate family members.

*Please note that students who do not comply with the above procedures may risk obtaining a 'not competent' grade.*

## 4.10 Medical Withdrawal from Placement (Protocol 12)

If a student is unable to complete a placement in full due to medical reasons they must immediately contact the relevant Practice Tutor (PT)/ Practice Education Coordinator /Regional Placement Facilitator (RPF)/ (PEC). The named Practice Education representative (PT/PEC/RPF) will assist the student in following the appropriate procedures in accordance with the Discipline of Occupational Therapy's policies. Withdrawal from a placement without supporting medical documentation will automatically result in a "not competent" grade being awarded for that placement.

In order to ensure that the process of medical withdrawal is managed effectively the student must therefore:

1.      Provide evidence of supporting medical documentation to the Practice Education Coordinator prior to formally withdrawing from the placement

2.      Liaise directly with his/her college tutor to obtain permission from the Senior Lecturer to complete an additional placement during the supplemental period.

If the appropriate procedures are followed and permission is granted by the Senior Lecturer another placement will be arranged by the Practice Education Coordinator and this placement will be regarded as the student's first attempt at this placement.

Prior to returning to a placement following an approved medical withdrawal the student must:

- Provide a second medical certificate which clearly outlines their fitness to return to placement. This certificate must satisfy the Discipline's specified requirements and must be provided in advance of the student's next placement. If required, the Discipline can request further clarification regarding the content of the medical certificate.
- Where a student has been granted a year "off books" following a medical withdrawal from placement, the Discipline can request the student to furnish evidence of action(s) taken to address the specific issues which resulted in a medical withdrawal from placement. In order to be permitted to return to the course and/or repeat a placement a student who is 'off-books' following a medical withdrawal is required to submit satisfactory medical certification to the Discipline before the student may be permitted to return to the course and repeat the placement.  It is recommended that the student seeks advice from the Discipline/College Tutor/TCD College Health in this regard prior to commencing the year "off books".

## 4.11 Management of Practice Education related Documentation (Protocol 13) & Storage and Retention of Student Records (Protocol 14)

The table below provides guidance for the student and the Practice Educator in terms of what to do with practice education related documentation.

| | Student | Practice Educator |
|---|---|---|
| **Supervision documentation** | Add to CPD portfolio | NA |
| **Assessment forms** | Take a photocopy of the assessment form and add to CPD portfolio | Send original assessment form to Practice Education Coordinator via post (marking postage package as "confidential")<br><br>*If taking copy of assessment form for purpose of future reference please request that student provide written consent for same (see appendix section) |
| **Learning Contract/Personal Development Plan** | Add to CPD portfolio | NA |
| **Feedback forms** | Complete and return to Practice Education Coordinator | Complete and return to Practice Education Coordinator |
| **PLENs reports** | File and store appropriately | Delete/shred and dispose of all information relating to student PLENs report |

**Table 16. Management of Placement related documentation**

All practice education sites are advised to follow their own guidelines in relation to the storage and retention of student records, in line with and in compliance with local standards/policies.

The Discipline of Occupational Therapy advises that all student records are not kept at the placement site and therefore should be deleted or shredded. If the student has requested that the Practice Educator acts as a reference, and the Practice Educator wishes to store the students assessment form as a reference point then the student must sign the Consent Form, please see Appendix section.

In the event of a 'not competent' grade given to a student, the Practice Educator should send all student related documentation to the college for secure storage.

## 4.12 CPD Portfolio (Protocol 15)
Each student is required to compile and maintain a practice education/continuous professional development portfolio. This portfolio should be a systematic and organized collection of evidence collected by the student to monitor the development of their

knowledge, skills and attitudes in practice education and their progress towards attaining competence as entry-level occupational therapy practitioners throughout the four years of their course. This portfolio should include items such as the student's curriculum vitae, personal learning style questionnaire, professional development form, practice education assessment forms, practice education learning contracts, supervision records etc.

Please see Guidelines for Developing CPD Portfolio in appendix section for more details.

## 4.13 Confidentiality (Protocol 16)

In the course of practice education placements, students may have occasional, regular or ongoing access to confidential material pertaining to clients, members of the public, or clinical staff. Students must observe the highest standards of ethics in their handling of such information. Students are required to adhere to service providers' guidelines and policies on confidentiality during their practice education placements in line with the General Data Protection Regulation (GDPR). See: https://www.dataprotection.ie/.

Confidentiality of service users must be respected and protected at all times. Students must become familiar with their obligations. For example:

- case notes and records are the property of the placement provider and must never be removed from the practice education placement setting
- students must maintain the boundaries of confidentiality outside their practice education placement in any discussions, presentations, or reflective practice assignments. Names of clients or healthcare settings should never be mentioned when discussing client cases with other students, in seminars, or any student assignment – instead use pseudonyms, refer to team members by their role rather than name, and describe the placement provider in general terms rather than by name of institution.
- never discuss client cases where the conversation may be overheard by parents, relatives, or people not associated with the service.

## 4.14 Consent to Occupational Therapy (Protocol 17)

Gaining a service user's consent to occupational therapy is a fundamental aspect of practice and as such is contained within both the CORU Code of Professional Conduct & Ethics for Occupational Therapists (CORU, 2019; https://coru.ie/files-codes-of-conduct/otrb-code-of-professional-conduct-and-ethics-for-occupational-therapists.pdf) and the AOTI Code of Ethics and Professional Conduct for Occupational Therapists (AOTI 2013) https://www.aoti.ie/attachments/22b38fe8-bb22-4312-9ad5-3cab3b7b9468.PDF  and practice educators are advised to ensure that service users are fully informed of the student's status and have given their permission for interventions to be carried out by a student.

## 4.15 Using placement providers' IT facilities during practice education placements (Protocol 18)

Students are responsible for familiarising themselves with the local regulations to ensure that they do not abuse the IT facilities offered to students on placement. Computer passwords must be kept secure. Any computer facilities offered to students during placements are provided for university work only, i.e. for use in learning and pursuit of their studies. They must not abuse these facilities for any other purpose, e.g. playing computer games, excessive social use of e-mail, or for recreational internet use.

Student studies may involve internet searches drawing upon on anatomical terms and phrases. This may generate unwanted links to objectionable websites. Students are advised to use wherever possible, specific health science related search engines which have been recommended by the Trinity library.

Students may accidentally access internet sites they did not mean to. This might happen because they have clicked on a misleading link, they clicked on a link by accident, or because a site has been hijacked. They may also find that they get bombarded by unsolicited and explicit 'pop-up' advertising. If any of these things happen whilst students are out on placement, they should:

- Take a note of the URL (web address) of the site and the time it was accessed
- Tell someone immediately. If possible, show them what happened
- Record the details of the site accessed, before logging off the computer.
- Tell their practice educator as soon as possible
- Tell local IT staff (any alerts regarding inappropriate internet use will go to them first)

## 4.16 Use of Mobile phones during Practice Education Placements (Protocol 19)

Organisations offering practice educations placements may have a policy regarding the use of mobile phones, including camera phones, stating where and in what circumstances such devices are permitted or prohibited. In general, if students cannot see a sign permitting the use of mobile phones, it should be assumed that their use is prohibited. Mobile phones should not be carried on your person during practice education placements.

Students are advised that service user confidentiality, privacy and dignity must be maintained at all times. They must never use mobile camera phones to take photographs and video recordings of service users during practice education placements.

## 4.17 Dress Code/Uniform Protocol (Protocol 20)

Students must adhere to the dress code of the practice education placement at all times (*unless otherwise advised by the Practice Educator/Practice Tutor of the specific placement site*).  Students are required to wear:

- clean and ironed student Occupational Therapy uniform top with the Trinity logo
- clean and ironed green trousers
- black/navy socks
- black/navy shoes
- official name badge provided by the Department

The uniform is to be **washed daily after each wear** to reduce the risk of cross infection and must be replaced as necessary over the four years of the programme.

In addition, it is important to note:
1. No jewellery may be worn, with the exception of wedding band rings and a single stud earring in each earlobe.
2. Wrist watches or bracelets may not be worn on hospital placements in line with the HSE infection control policy.
3. Long hair must be tied back neatly so that it does not hang over face or over the patient. Hair accessories should be plain and discreet.
4. Make-up, if worn, should be subtle. False tan should not be worn.
5. Nails must be kept clean and short. Nails should not be visible from the palmar aspect of the hand. Nail varnish, nail decoration, false nails, tips, extensions, or gel/acrylic nails are not permitted.
6. Other than ears, body piercing or tattoos may not be permissible in many practice education placements and may have to be covered.
7. Footwear should be suitable for moving and handling and must be in adherence to local policy. Additionally, footwear must be plain, non-slip soles, flat, closed toe, clean and in a good state of repair. Runners and cloth shoes are unacceptable.
8. Uniform should fit comfortably, allowing for movement and covering mid-drift.
9. Perfume or aftershave should not be worn as it can cause an allergic reaction with some clients.
10. Mobile phones should not be carried on your person during practice education placement.

## 4.18 Issuing/Replacement of Uniforms and Name Badges (Protocol 21)
The Discipline of Occupational Therapy is responsible for organising the uniform and name badge supplier in the first academic year. Students are responsible for the cost of their personal uniform and name-badge. Students will pay for any replacement uniforms and name badges and must take responsibility for this themselves.

## 4.19 Personal Hygiene (Protocol 22)
It is essential that personal hygiene is always **kept meticulously** to maintain professional standards and assist with infection control.

Personal attire and uniforms must be clean and neat prior to starting placement each day. It is essential that personal hygiene and fragrances/odours do not cause patient discomfort. It is recommended that perfume or aftershave not be worn due to allergies and perfume sensitivities.

If students wish to wear make-up whilst on practice education placement, this should be discreet and/or in adherence with local procedure. Excessive make-up must not be worn. False tan should not be worn on placement.

Fingernails must at all times be short and clean to prevent harm to patients through infection transfer or inadvertent scratching. To achieve this standard, fingernails must at all times be:

- Clean to avoid transferring bacteria on or under the nail
- Short to prevent patients and staff being scratched
- Free from nail varnish, nail decoration or any form of nail covering to prevent flakes of contamination
- False nails, gel nails, acrylic nails, tips or extensions are not permitted
- Nail jewellery is not permitted

There is a possibility of hair carrying bacteria or parasitic infection and these may be transmitted to patients. To promote the health and safety of the student and patient, hair must be clean and tidy at all times. To achieve this standard hair must at all times be:
- Clean, tidy and tied away from the face
- It should be off the face and shoulder and above the level of the uniform collar
- Male students must be either clean shaven or have their beards and moustaches kept clean and neatly trimmed

Wearing jewellery of any kind while working in a health care setting introduces risks in relation to Infection Control and Health and Safety.  Jewellery wearing (if permissible) should at all times be adherence with local procedure.

The following principles reflect industry standard for Health and Social Care Professionals:
- Rings: only a single plain band may be worn e.g. a wedding ring
- Earrings: only stud-type earrings may be worn.
- Bracelets: must not be worn.
- Wrist watches: if allowed must be in adherence with local procedure.

The wearing of any body piercing other than earrings (refer to above) must adhere to local policy. This may involve the removal or covering of the piercing.

## 4.20 Contribution of Practice Education to Final Degree Classification (Protocol 23)
As per the other elements of the curriculum, Practice Education is assessed formally at each stage along the Occupational Therapy programme.

All Practice Education placements must be passed to be awarded the degree B.Sc. (Hons.) in Occupational Therapy in Trinity College Dublin and students must have completed the full 1,000 hours of placement in line with the requirements outlined above. Please see General Regulations for more details.

## 4.21 Supplemental Practice Education Placement Procedures (Protocol 24)
Students who have failed a placement and who have been permitted to take supplementary placements will meet formally with the Practice Education Coordinator to:

- clarify concerns regarding the student's professional conduct or professional competence and to identify additional supports if required
- establish clear learning objectives for the student's professional conduct or professional competency development
- outline possible placement structure and time frames

Every effort will be made to structure supplemental placements within the same academic year to enable students to rise with their peers, but this may not always be possible due to timing constraints and placement availability. The process for supplemental placements is outlined in table 18.

| Action | Timing | Participants |
|---|---|---|
| Student informed of requirement for supplemental placement. | When student notified of fail/ placement termination | • Student |
| Student meets with PEC/RPF to discuss fail grade. | Within 2 weeks of receiving fail result | • Student<br>• PEC/RPF |
| Student re-evaluates own professional conduct and professional competencies with support from PEC/RPF. | As soon as possible, but may depend on student readiness | • Student<br>• PEC/RPF |
| Meetings to focus on specific learning goals agreed and documented with student and PEC/RPF. Additional supports called on as required. | Before supplemental placement begins | • Student<br>• PEC/RPF |
| Draft learning contract/personal development plan developed prior to placement. | Before supplemental placement begins | • Student<br>• PEC/RPF |
| Regular review and feedback on how learning goals are being achieved.<br>Additional supports called on as required. | During supplemental placement | • Student<br>• Practice Educator/ Regional Placement Facilitator/ Practice Tutor<br>• PEC if required |

**Table 17. Supplemental placement process**

If a student receives a "not competent" grade in **two** placements over the course of the Trinity College Occupational Therapy degree programme s/he will be excluded from further participation in the programme. This decision will be at the discretion of the Court of Examiners and will be made following the student obtaining a 2nd "not competent" grade.

All decisions related to student progression are at the discretion of the court of examiners.

Please see Calendar for more details (https://www.tcd.ie/calendar/undergraduate-studies/faculty-of-health-sciences.pdf).

## 4.22 Appeal mechanisms (Protocol 25)

For information on Trinity College's appeal mechanism, please consult the General Regulations: https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

## 4.23 Professional Misconduct Procedures while on Placement (Protocol 26)

The following statement relates to the information that is in effect for students.

If professional misconduct is suspected, the Practice Educator must immediately notify the Practice Education Coordinator as well as the Head of Discipline, the student and their College tutor.

Students are then invited to meet with the Head of Discipline, Practice Education Coordinator, Practice Educator, and their College Tutor as appropriate. Issues are identified and a plan of action is agreed by all parties identifying clear targets and behaviours and the student is made aware of these.

In the first instance, if the student does not amend their behaviour accordingly it is the responsibility of the practice educator to reflect the seriousness of the professional misconduct in the 'comments' section of the student's assessment form and to determine if that misconduct is sufficient to warrant an overall 'not competent' grade.

In the event of a serious breach of conduct, and/or an escalation of misconduct with no further improvement the student will fail the placement. The matter is referred immediately to the Head of Discipline who consults with the Junior Dean's Office in Trinity College Dublin where the procedures are evoked as outlined in the Conduct and College Regulations.

## 4.24 Fitness to Practice (Protocol 27)

At all times, clients' and patients' interests and safety take precedence over students' education. Situations may arise where there are concerns regarding a student's fitness to participate in practice education placements. Such cases not falling within the remit of Garda vetting or College disciplinary procedures may be considered by a School's Fitness to Practise Committee. Where an alleged disciplinary offence comes before the Junior Dean, the Junior Dean may decide to refer the case to the Fitness to Practise Committee of the relevant school if the Junior Dean considers this to be a more appropriate way of dealing with the case. Where a fitness to practise issue arises in the context of an academic appeal, the relevant body hearing the appeal may decide to refer the case to the Fitness to Practise Committee of the relevant school, if it is considered to be a more appropriate way of dealing with the case.

The School Fitness to Practise Committee is convened as required, at the request of a Head of Discipline, to consider matters of concern in relation to professional practice. This committee is appointed by the School Executive Committee, with representation from two members from within the School and one member from a non-Faculty School. Students called to appear before the Fitness to Practise Committee are entitled to be represented by their tutor. For further information see: Fitness to Practise Policy - About Trinity - Trinity College Dublin (tcd.ie) and the Calendar entry:
https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

## 4.25 Premature termination of placement in cases of "not competent" outcomes (Protocol 28)

If there is sufficient evidence to demonstrate that a student's action, inaction and/or decision-making whilst on placement is negatively impacting on the quality of client care and/or service delivery of the placement site or that the student's support requirements is encroaching on the Practice Educator's clinical and personal commitments on a consistent basis, a collaborative decision can be made by the placement site (appointed Occupational Therapy manager/Manager) and the Head of Discipline to terminate the student's placement in advance of the placement finishing date. If a placement must be terminated on the above grounds, the student will receive a "not competent" grade in their final assessment. In most cases, the provision of this grade will be directly related to the student's actions and/or decision making which have warranted the placement termination. Should the above circumstances arise it is essential that the placement site liaise closely with the Discipline of Occupational Therapy Practice Education Team. A formal notification will need to be put forward by the placement site (appointed Occupational Therapy manager) outlining the reasons for termination of the placement.

The student's assessment form will need to be reviewed and completed by the Practice Educator at the time of the placement termination whereby the reasons for the termination are directly linked to the student's competency demonstration. Time will need to be allocated by the placement site/Practice Educator to clearly explain the reasons for the termination of the placement and the status of the student's competency at the time of the termination – verbally and/or in writing depending on the student's learning style/preferences. The Head of Discipline may need to request additional supporting evidence to support the premature termination of the placement and if this is required a formal request will be put through by the Head of Discipline to the placement site. In all cases relating to premature termination of placements, there should be a high emphasis on documentation/recording so that clear evidence is available to support all decision-making processes.

## 4.26 Consequences of Failing Practice Education Placements (Protocol 29)

Students who fail (receive a "not competent" grade) one placement may repeat that placement in a different clinical venue but in the same area of practice.

If a student receives a "not competent" grade in **two** placements over the course of the Trinity College Occupational Therapy programme s/he will be excluded from further participation in the programme. This decision will be at the discretion of the Court of Examiners and will be made following the student obtaining a 2nd "not competent" grade.

All decisions related to student progression are at the discretion of the court of examiners.

**Notwithstanding the provision of any other regulations of Occupational Therapy, a recommendation may be made to the University Council for the exclusion, at any stage, from the department of any student whose progress or performance is unsatisfactory, or to the Board of Trinity College, the exclusion of any student whose conduct is unsatisfactory.**

## 4.27 Dignity and Respect (Protocol 30)

Trinity College strives to create an environment that is supportive and conducive to work and study. The Discipline of Occupational Therapy promotes, and is committed to, supporting a collegial environment for its staff, students and other community members, which is respectful and free from discrimination, bullying, harassment and sexual harassment. The Trinity College Dignity and Respect Policy has a strong preventative focus and highlights that staff and students have a duty to maintain an environment in which the dignity of everyone is respected.

The policy includes practical advice on tackling communication breakdowns or inter-personal disputes. The policy also sets out a framework for complaint resolution using informal and formal procedures and through the use of mediation. The policy contains useful information on support sources for all parties to a complaint. For further information see:
*https://www.tcd.ie/equality/policy/dignity-respect-policy*
*https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php*

## 4.28 Protected Disclosure (Whistleblowing) (Protocol 31)

Arrangements for dealing with protected disclosures, more commonly known as "whistleblowing", are in place under the provisions of the Protected Disclosures Act 2014. Students may wish to make a protected disclosure in good faith where they have reasonable grounds for believing that the health or welfare of patients/clients or the public may be put at risk, or where there is waste of public funds or legal obligations are not being met, so that the matter can be investigated. Such legislation provides statutory protection for health service employees (and students on practice education placement) from penalisation as a result of making a disclosure in good faith and in accordance with recommended procedures. Further information is available here:
https://www.hse.ie/eng/staff/resources/hrppg/protected-disclosures-of-information-in-the-workplace-.html

1. Students can discuss their concerns with their Practice Educator in the first instance and seek support to follow the site-specific policy
2. If a student's concerns remain following this and/or a student does not feel that they can discuss their concerns with their Practice Educator for any reason, they should contact the Practice Education Coordinator
3. Failing this, they should contact another member of the Department to discuss their concerns.

4. If a formal disclosure is warranted, the student will need to put the details of their concern in writing and submit to the authorized authority or agency.

## 4.29 Safeguards and Supports for Students

There are numerous student support services available in Trinity College and students are encouraged to access whatever service or help they need. The Student Services booklet provides a useful summary many of which are listed in figure 11 below. For more information see: *www.tcd.ie/studentservices*.

| Estates & Facilities | Academic Registry | Health Service | Disability Services | IT Services |
|---|---|---|---|---|
| • Housekeeping<br>• Grounds/Building maint<br>• Attendants / Security<br>• Health & Safety<br>• Capital Development | • Admissions<br>• Registration<br>• Student Finance<br>• Examinations<br>• Graduation | • Free GP service<br>• Nurses<br>• Psychiatrist<br>• Physiotherapist<br>• Health Promotion | • Needs Assessments<br>• Physical Access<br>• Occupational Therapy<br>• Academic Support<br>• Respite Space | • High Speed Wifi<br>• Email for life<br>• Blackboard VLE<br>• Student Apps & academic Software<br>• Service Desk |
| Counselling | Trinity Sport | Day Nursery | Student Learning | Commercial Revenue |
| • Online Resources<br>• Peer Support (S2S)<br>• Support Groups<br>• Group Counselling<br>• 1-1 Counselling | • High Performance Gym<br>• Sports Halls<br>• Tennis Courts<br>• Climbing Wall<br>• Santry / Iveagh Grounds | • 52 place nursery<br>• First workplace nursery<br>• Staff<br>• Students<br>• Athena Swan | • Workshops<br>• 1-1 learning support<br>• Time Management<br>• Essay / Thesis Writing<br>• Exam / Viva Skills | • Provost PhD Awards<br>• Phone Deals - Three<br>• Accomm Advisory (SU)<br>• Sport Funds BoI , Coke<br>• UPS Discount, Award |

**Figure 11. Trinity Student Support Services**

## 4.30 Students with a Disability (Protocol 32)

Many students may be able to self-manage their disability on practice education placements. However, students who require reasonable accommodations during their placements can gain support from Trinity College's Disability Service, please see the Reasonable Accommodation Policy for Students with Disabilities. For a full copy of the policy see: https://www.tcd.ie/disability/assets/pdf/RA-Policy.pdf  and the Curriculum Handbook for details on registering with the Disability Service.

Once a student discloses a disability and is registered with the Trinity Disability Service, they must make the decision themselves whether they wish to disclose their disability on practice education placements and whether they wish to avail of reasonable accommodations on same or not. The student must decide this themselves and they will never be told what to do. The Discipline of Occupational Therapy does support disclosure on placement.

See figure 12 overleaf for an outline of the process in relation to disclosing a disability on practice education placements.

- If a student **decides to disclose** their disability and share their Professional Learning Education Needs Summary (PLENS) with their Practice Educator, this will be arranged with the Practice Education Coordinator's support to ensure appropriate protocols are followed (e.g., data protection, pre-placement meeting etc.).
- If a student **decides NOT to disclose** their disability, they cannot avail of any reasonable accommodations while on their practice education placement

Student discloses a disability
(e.g. learning difficulty, medical condition, mental health problem, physical impairment)

Student is advised to register with TCD's Disability Service, to seek supports where the disability could affect their ability to participate fully in all aspects of the course.
By law, an educational establishment cannot discriminate in relation to access of a student to any course, facility or benefit, and there is a statutory obligation on public service providers to support access to services and facilities for people with disabilities (Equal Status Act 2000-1; Disability Act, 2005)

Student attends an initial assessment with Disability Service
- Needs assessment process takes into account the nature of the disability, course requirements and individual differences
- LENS report produced with professional placement suggested supports (case by case basis and in accordance with the individual's certified disability).
- Possible referral to OT to discuss disability-related reasonable accommodations required on placements (e.g. assistive technology, additional time, accessible locations, frequent rests, flexible hours, site visit), level of disclosure required and how to manage disability
- Students encouraged to disclose to the department, college tutor and practice educators in order for reasonable accommodations to be implemented

Student decides not to register with TCD's Disability Service or provide medical evidence

No reasonable accommodations can be availed of

Student makes a decision whether or not to disclose information about their disability (i.e. what, whom, when, how) and whether to proceed to the formal placement planning meeting stage (academic staff, PEC, PTs, PEs).

Student decides not to disclose

Placement planning meeting if reasonable accommodations are necessary:
- Discuss core competencies expected of the student on placement
- Discuss reasonable accommodations that may need to be arranged, any safety issues, disclosure/confidentiality concerns
- Professional placement report is produced and with student's consent and agreement, is circulated to selected individuals within the department/PEs/PTs etc

Help inform students of possible consequences. Provide ongoing opportunities to disclose at all stages of placement (before, induction, mid-placement review etc.)

- Maintain confidentiality of student's disability (Data Protection Act)
- At the start of placement – confirm reasonable accommodations and ensure they are fit for purpose.
- During placement – feedback from all parties and revise, if necessary.
- Once reasonable accommodations are provided, students should be assessed as any other student.

Student self-manages their disability requirements and seeks support from the Dept. and/or Disability Service if required. After the placement, they reflect and review in preparation for next placement

**Figure 12. Supporting students registered with Trinity's Disability Service**

## 4.31 Senior Tutor and Tutorial Service

Undergraduate students are assigned a College Tutor when they are admitted to College. A Tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. Tutors are a first point of contact and a source of support. They provide confidential help and advice on personal as well as academic issues or on anything that has an impact on student life. They will also, if necessary, support and defend a student's point of view in relations with the College. Student's are advised to seek support from their College Tutor if they have been deemed 'not competent' on placement.

For further information, please refer to: *https://www.tcd.ie/Senior_Tutor/your-tutor/*

## 4.32 Financial support

There is no provision within the Discipline of Occupational Therapy for travel and/or accommodation expenses incurred whilst on practice education placement. If any student feels these costs are going to be a financial burden, they need to make an appointment with their College Tutor to seek advice on financial support that may be available to help you in this situation.

## 4.33 Students use of private car on placement (protocol 33)

Students must identify if they can use and will appropriately insure their cars on placement in the Student Practice Education Declaration Form (see appendix section) completed prior to placement allocations.

**Use of car to get to and from the placement site**. If students intend to use their car to get to and from a placement site, students must contact their insurers to inform them of this change of use as there may be additional insurance cover costs. There is no mechanism for reimbursement or payment of any additional insurance charges.

**Use of car for travel on placement business**. Practice educators identify if a car is needed when making a placement offer. On these placements' students may be asked to use their car:
a) To travel between locations/ work bases in the course of their working day.
b) To participate or independently complete home/ school or other client related visit or to attend meetings
c) To deliver items such as equipment or assistive devices
Students must contact their insurance company and request business class insurance for the duration of a placement where they are using the car for placement business. There is no mechanism for reimbursement or payment of any additional insurance charges.

It is the policy of the University that students do not carry service users in their cars.

Some placement providers may have local car insurance requirements and may request a student to sign that they have the appropriate insurance and a disclaimer that in the event of an accident the placement organisation is not liable.

## 4.34 Practice Educators use of private car to transport students during placement (protocol 34)

If a PE is considering transporting students to facilitate their participation in off-site work over the course of the placement, the PEs must contact their insurance provider to establish if they have adequate insurance cover before travelling. There is no mechanism for reimbursement or payment of any additional insurance charges via Trinity College Dublin however it is advised that the PE raises this with site-based management to explore options available for reimbursement.

# Section 5:

# Quality Assurance in Practice Education

## 5.1 Overview of Quality Assurance and Monitoring in Trinity College Dublin Occupational Therapy Practice Education

The Discipline of Occupational Therapy ensures that all occupational therapy students reach the required standards of education outlined by the World Federation of Occupational Therapists (WFOT), the Association of Occupational Therapists of Ireland (AOTI) and CORU, the regulatory body. Students are therefore required to engage in practice education placements across the four years of the Occupational Therapy programme. The Discipline ensures that high quality practice education placement opportunities are provided to all students within the degree programme to ensure that they qualify with the knowledge, skills, attitudes, behaviours and proficiencies required to be an entry level Occupational Therapist. The Practice Education Team builds on the relationships with both public and private services to ensure the provision of placements. Practice education placements are contemporary and are cognisant of emerging trends within professional occupational therapy practice.

Students within the occupational therapy programme abide by current legislation, policy and national standards. They are all Garda Vetted and undergo a health screening prior to registration on the occupational therapy programme.

Practice education placements are a core element of the programme and the management of the placement component within our programme adheres to best practice in teaching, supervision, and support. This requires providing appropriate and relevant learning environments along with ensuring that the students have placement opportunities and experiences which are representative of the breadth and diversity of the occupational therapy field. The Practice Education Team incorporating; the Practice Education Coordinator, the Regional Placement Facilitator, seven Practice Tutors assigned to different sites across the Dublin region as well as the support of academics within the Discipline of Occupational Therapy support the provision of the practice education component of the programme.

A Practice Education Quality Assurance and Monitoring Policy was created by the Trinity College Dublin Practice Education Team in May 2020. The purpose of this policy is to provide a strategic and accountable approach to ensuring quality of practice education placements across all four years of the occupational therapy programme. The Practice Education Team fosters a culture of openness and quality that continuously seeks to provide effective learning opportunities for our students during their placements. Building such a culture is paramount to ensure long term quality assurance of the placement experience.

Research shows that quality in practice education placements are determined by the stakeholders involved in the practice education experience; the practice educator and the practice education site, the university and the students themselves. The Practice Education Quality Assurance and Monitoring Policy clearly sets out the quality assurance and monitoring processes and procedures utilised by the Practice Education team in supporting all stakeholders involved in practice education placements and demonstrates accountability throughout. This policy is available on the Trinity College Dublin Occupational Therapy Practice Education website: https://www.tcd.ie/medicine/occupational-therapy/practice-education/kit/. *For further details on quality assurance and monitoring in the context of Trinity College Dublin Practice Education, please refer to this policy.*

# Important Contact Details

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# Section 6:

# Appendices: Practice Education Resources

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# Section 6: Appendices: Practice Education Resources

Appendix 1: Junior Fresh Timelines and Expectations for Practice Education

Appendix 2: Senior Fresh Timelines and Expectations for Practice Education

Appendix 3: Junior Sophister Timelines and Expectations for Practice Education

Appendix 4: Senior Sophister Timelines and Expectations for Practice Education

Appendix 5: Junior Fresh Assessment Form

Appendix 6: Senior Fresh Assessment Form

Appendix 7: Junior Sophister Assessment Form

Appendix 8: Senior Sophister Assessment Form

Appendix 9: Guidelines for completing Practice Education Assessment Forms

Appendix 10: Weekly Supervision Form

Appendix 11: Formal Reflection Presentation Guidelines (and Rubric to assist with peer review processes)

Appendix 12: Learning Contract Template/Personal Development Plan

Appendix 13: Occupational Therapy Practice Education Placement Induction Checklist

Appendix 28: Guidelines for Developing CPD portfolio


Appendix 29: Guidelines for Completing Placement Related Case Study (optional)


Appendix 30: Guidelines for Completing Placement Related Critically Appraised Topic (optional)


Appendix 31: Practice Educator Student Facilitation CPD Record


Appendix 32: Induction Handbook for Students on Practice Education Placements (Template format to be amended by Practice Sites)

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

# Discipline of Occupational Therapy

# Timelines and Expectations for Practice Education: Junior Fresh (1st Year) 2 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.

The eight competencies on the form cover different areas including communication skills and professional behaviours. While this is a short placement (2 weeks) it is important that there is an expectation on the student to develop specific knowledge, skills and attitudes and achieve definite learning objectives.

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.

## Competencies
**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, and make sure you are clean and with hair well-groomed and tidy.
- Introduce self to staff and clients as appropriate.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Complete reading requirements and any other necessary information.
- Set learning contract goals for the two-week period with assistance.
- Ask questions, make observations.
- Actively verbalise thoughts and opinions on observations/reading.
- Discuss your observations after sessions or at formal supervision.
- Actively communicate with your Practice Educator.
- Review a file prior to a session.
- Develop awareness of at least one assessment in the department and what area it cover.
- Follow infection control guidelines
- Assist with set-up or clearing of a room for a session, replacing equipment safely and securely.
- Be on time and prepared for sessions and meetings.

**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.
- 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.
- What exactly did you observe?  What did you see the client do?

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

Trinity College Dublin
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The University of Dublin

# Discipline of Occupational Therapy

# Timelines and Expectations for Practice Education: Senior Fresh (2nd 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 halfway.

**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 wit 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.

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

# Discipline of Occupational Therapy

# Timelines and Expectations for Practice Education: Junior Sophister (3rd Year) 11-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 and how they were meaningful.
- Complete reading on occupations for your client group e.g. childhood occupations, teenage occupations.
- Be able to articulate what these occupations are.
- Demonstrate broader view of client i.e. their role in the family unit, their dependence on a family unit e.g. for children.
- Complete detailed analysis of activities.
- Be able to articulate the difference between activity and occupation.

**Trigger questions/statements**
- What are typical occupations for this client at their age/stage of life? What may we need to consider?
- Tell me 3 things you know about this person's occupations.
- What did the client say or do that led you to believe these are meaningful for the client?
- When analysing an activity what performance areas/ skills can you identify e.g. dressing: comprehension of the task, what the garment is and what to do with it, ability to orientate clothes, dynamic sitting balance, ability to grasp and hold clothing.
- At what point does an activity become an occupation? What things do you have to consider, e.g. client level of engagement?

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Actively verbalise thoughts and opinions on observations/reading.
- Ask questions.
- Actively communicate with the Practice Educator.
- Use recognised department note writing format to record sessions/observations e.g. SOAP notes
- Introduce yourself to clients in a clear professional manner
- Have met all members of the multidisciplinary team by end of this period
- Answer phone in department in a professional manner, clearly identifying the Occupational Therapy department and who you are.

**Trigger questions/statements**
- NB let the student know that throughout placement, thinking something does not let you know they know it. Help them to understand that it's ok to get things wrong, they are here to learn and that saying something out loud or writing it down helps them to process it further and allows you to guide them to the next level or clear up any confusion on a particular topic.
- Describe what happened in that session.

- Tell me something you observed about the client, why did they do/ say that?
- Think of something I did, why do you think I did/ said that?

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Have detailed clear knowledge of conceptual models.
- Be aware of frames of reference used in this setting, be familiar with principles of same.
- Complete detailed reading on relevant frames of reference.
- Record written observations on therapy sessions and discuss these.
- Develop knowledge of assessments in department and what these are specifically used for.

**Trigger questions/statements**
- Ask the student to draw out or explain the main points of the model
- Ask the student to explain the principles of a frame of reference., how does it guide intervention for this client group?

## 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 clinic.
- Assist in set up of a room for a session and clearing of the room, including sterilising toys.
- Present self in appropriate clothing, wear name badge, make sure you are clean and with hair well-groomed and tidy.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Present written information in a timely and professional manner.  Use correct grammar, all handwritten documents should be legible and tidy.
- Become familiar with reading resources within department.
- Become familiar with all equipment in the department and its use, do not waste material resources.
- Read all local department policies and procedures.
- Follow infection control guidelines.
- Manage own diary, structuring day and client appointments.

**Trigger questions/statements**
- Do not divulge personal information such as personal telephone number, address, etc..
- Revise and be familiar with typical conditions that present in this setting and with relevant models and frames of reference.

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## Professional Development

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

- Source and complete reading requirements and any other necessary information.
- Engage in formal and in-formal supervision, ask questions, give information/observations, ask for feedback, and respond to feedback.
- Begin to set learning contract goals with assistance.
- Ask questions, make observations.
- Keep copies of learning contract/ pre-supervision forms/ lists of tutorials etc., for professional development folder.    Don't hesitate to state clearly to a student what your expectations of them are in terms of asking questions and trying to problem solve.

**Trigger questions/statements**

- Don't hesitate to state clearly to a student what your expectations of them are in terms of asking questions and trying to problem solve.
- When you see something ask yourself 'why?' and try to come up with one or two possible reasons.  Now ask your question giving your possible solutions/reasons also.

**WEEK 3-4**

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Show an understanding of what you can use the activities for.
- Collaborate with the client to choose appropriate activities for each client of a particular age, stage and ability.
- Show an understanding of and an ability to adapt or modify an activity.
- Show an understanding of use of an activity and the steps to bring this to an occupation.
- Engage a client in meaningful occupation.

**Trigger questions/statements**
- Ask the student why they chose a particular activity:
    - Client interest/ motivation?
    - How does it build skills to support participation in a relevant occupation?
- Ask the student to identify an activity they have used or observed and list three ways it might be adapted.
- Ask the student to explain how session activities relate and translate into the client's real life outside of the clinical setting.

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Bring up any questions or problems you may have.
- Actively communicate within the supervisory relationship, communicating observations, concerns, learning and coming to supervision sessions prepared.
- Actively communicate with all members of the department.
- Verbalise observations/ information gathered on a child in a structured logical manner.
- Accept feedback positively and follow through on advice given.
- Interact with clients appropriately, enhancing not interfering with session.
- Continue developing note writing skills, e.g. if using SOAP notes now structuring notes correctly.
- Partake/assist in the facilitation of a group or in a group setting.
- Student should ask for clarification if they do not understand something or are not clear on what is expected of them.
- Structure reports under supervision e.g. home visit reports.

**Trigger questions/statements**
- If the student is not asking questions independently encourage them by asking specific questions of them to help to build confidence and ability to verbalise thoughts and begin to process:
    - What reading have you completed?  What two things can you apply to interventions/clients here?
    - Tell me three observations you made of the client in this session?"

- If a student is not doing something you agreed ask them if they are clear on what they are supposed to do.  Get them to explain this to you in their own words, ask them how they are actually going to do it, the actual behaviour they are going to show e.g.
  - I am going to ask you a question after the session
  - I am going to write notes on the session and give them to you
  - I am going to start the report following the template and then bring it to you to discuss

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate use of conceptual model to develop an overall picture of a child and family/ client.
- Gather information on a child accurately from OT file or medical chart.
- Identify priority assessments and read these in detail, observe use.
- Carry out assessments and score under supervision (at least two different assessments).
- Observe session and write notes reflecting observation and analysis of these.
- Discuss sessions and reflect on therapists' choice of activity and what skills they were working on.
- Carry out part of sessions under supervision.
- Gather information from a client on current abilities and difficulties.
- Be familiar with group protocols.
- Prepare for group intervention, using existing goals plan sessions, in collaboration.

**Trigger questions/statements**
- Ask the student to talk through the client's narrative using the chosen conceptual model, ask them
  - What does it highlight/ prioritise?
  - Does it help you identify areas you need to know more about?
  - How does it guide you in what to do next?
  - Get the student to write this out if it helps.
- What did that activity allow me to work on with the client?  What goal was I working towards?
- Role play how to ask open questions, follow leads and redirect conversation if needed

## Professional Behaviours
**Specifics of knowledge/skills/attitude to be demonstrated**
- Safely store equipment/toys back in their place.
- Follow through on all tasks in a timely fashion or to a designated deadline.
- Respect clients' attitudes and skills.
- Respect clients' choices and priorities and work with them.
- Be aware of local, national and department policies, procedures, legislation and strategic plans, e.g. the Mental Health act, the Disability act, the EPSEN act and, how they relate to Occupational Therapists working.

- Manage own stress and anxiety.  Be calm, if circumstances and demands change approach this in a calm logical manner. Prepare as best you can.
- The pace of a clinical environment can be changeable, adapt and respond to the demands of a given day e.g. on a busy clinic day when moving quickly from one appointment to another, keep up, list non-urgent questions for a later time, if unexpected gaps occur in a clinical diary know what else you need to do and use the time.
- Become familiar with specific skills of human and use different staff for advice as appropriate.
- Be prepared for meetings and sessions.  Have equipment/room/necessary materials ready and set up.
- Have written work completed and given to your Practice Educator in a timely manner.
- Actively use all resources within the department.
- Establish Critically Appraised Topic question by end of timeframe.

**Trigger questions/statements**
- It is ok to ask a student if they are alright.  Communicate to them that it is also ok to say if something has upset or scared them.

## Professional Development
**Specifics of knowledge/skills/attitude to be demonstrated**
- Continue to ask questions showing evidence of having reflected on them by suggesting potential answers or solutions.
- 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, areas where gaps may be present or areas you are finding challenging.

**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.

## WEEK 5-6

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Modify or adapt an activity as necessary to maintain motivation and participation.
- Use activities to promote goal attainment.
- Under supervision work with the client to choose appropriate activities for a session that are meaningful to the client, promote health and well-being, by addressing goals, participation and occupational engagement.
- Collaborate with the client to identify supports that enable participation in occupation in home/ community settings.

**Trigger questions/statements**
- What did the client do or say that highlighted decreased motivation or participation? What did you do?
- What can you anticipate for the next session?  How could you plan for this?
- Explain how your activities were achieving your goals?  How could you modify or develop these further?

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Interact and engage with clients, effectively communicate interventions etc. e.g. to clients with identified cognitive difficulties, to parents/children, adapt communication accordingly.
- Continue developing note writing skills now needing fewer corrections on structure and writing directly into Occupational Therapist file by end of this period.
- Demonstrate analysis of and reflection on observations.
- Identify specific need to liaise with other multidisciplinary team members independently and follow through on this.
- Clearly communicate in a group setting, e.g. team meeting.
- Facilitate or co-facilitate parts of a group.
- Present clearly written session plans to Practice Educator in a timely manner before session.

**Trigger questions/statements**
- Did the client fully understand what you said to them?  How do you know, what did they do or say?
- How could you do it differently next time to ensure full comprehension?
- What change in behaviour/ function did you observe with a specific intervention? Compare before and after.
- How could you further modify the activity, environment or your input to enable function or skill development to a greater level?

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Actively feedback with Practice Educator after sessions reflecting on your own performance, what went right or needs to be changed
- Present observations on the client in a clear logical manner establishing ongoing priorities and goals
- Review file and identify areas requiring assessment (for at least two clients).
- Identify specific assessments required, for at least 2 clients explaining reasoning.
- Carry out assessments, independently if done under supervision last week, under supervision if not yet carried out.
- Through client interview and using assessment results establish priorities for intervention and goals, with assistance from supervisor.
- Plan sessions (at least 2 clients).
- Set goals with 2 clients.
- Display ability to actively engage clients in activities.
- Facilitate group session with Practice Educator or another Occupational Therapist.

**Trigger questions/statements**
- What are the main areas of difficulty highlighted, what do you consider to be the priorities and why?
- Explain why you chose one assessment as compared with another option.

## 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.
- Independently source information for Critically Appraised Topic.

## 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 carrying forward session, goal setting and intervention.
- Identify how you are going to work towards building skills in weaker areas (using the learning contract and supervision).

**Trigger questions/statements**
- 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 halfway.

**WEEK 7-8**

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Independently with the client choose appropriate occupational 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 and grade activities and their use as a therapeutic intervention.
- Demonstrate an awareness of the impact of the environment on a client.

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Actively liaise with multidisciplinary team members.
- Participate in joint sessions, being clear on attaining your goals.
- Independently facilitate parts of a group, working collaboratively with other therapists involved.
- Continue to independently write well structured notes in files.
- Write clearly structured reports and letters.

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Ongoing intervention and session plans with at least 3 clients from previous week showing ability to modify plans and clinically reason.
- Begin to work to a more independent level with at least another 2 clients, setting goals and priorities independently.
- Begin to work to a more independent level with groups, setting up activities and running part of group independently.
- Continue to independently write accurate notes in files.
- Write reports or home programme with support and feedback from Practice Educator, which accurately reflect the clinical situation and make clear recommendations.
- Be able to articulate caseload demands and identify priorities.
- Plan and carry out interventions that address specific client goals.

## Professional Behaviours
**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate ability to prioritise tasks and manage time effectively and efficiently.
- Complete Critically Appraised Topic by end of this time frame.

## Professional Development
**Specifics of knowledge/skills/attitude to be demonstrated**
- Display an ability to develop skills in identified areas of need.

- Actively drive forward own development by identifying and using learning opportunities available.

## WEEK 9-10

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate an ability to develop activities for goal attainment that can be incorporated into the family home routine and daily occupations, and other environments relevant to the child.
- Demonstrate understanding of occupations through the case study.
- Set up the environment in such a way as to enable the client or minimise the impact of disability.

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Work collaboratively with other multidisciplinary team members e.g. in joint sessions with physiotherapy or Speech and Language Therapy, or joint planning and decision making.
- Write clear, accurate and well-structured reports independently.

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Increased clinical reasoning and reflection on practice
- Independent working with at least 5 clients feeding back to PE
- Coordinating sessions and administration (notes, reports)
- Managing priorities effectively
- Evaluate and critique outcomes of interventions
- Write reports, letters and home programmes with less correction
- Effectively manage caseload of up at least 5 individual clients and 1/ 2 groups.
- Make onward referrals to other multidisciplinary team members or agencies as required.
- Recognise that intervention has many formats e.g. a conversation with a care-giver/parent, identifying social supports for a person, linking the client with community supports, writing a report to support an application, running a training session for parents/teachers/carers.
- Increased clinical reasoning and reflection on practice.
- Modify interventions as necessary to ensure positive movement towards goal attainment.
- Effectively manage caseload of 1- 4 individual clients and 1 - 2 groups.
- Begin to prepare clients for discharge/termination of their therapeutic relationship.
- What small concrete changes will occur/have occurred for the client (skills, social supports, change in attitudes of others).

## Professional Behaviours

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

- Demonstrate evidence of time management and scheduling for completion of all clinical and administration tasks, and full handover to Practice Educator by end of placement.

**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**

- Complete and present Critically Appraised Topic.
- Provide hard and paper copy of any projects, Critically Appraised Topic and articles, case study to the Practice Tutor or Practice Educator by the end of this time period.

## WEEK 10-11

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Plan future activities with clients and others e.g. home programmes or expectations for next few months after discharge from the student's caseload.

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Continue to demonstrate and consolidate all previous skills.

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Manage time effectively to complete reports and notes, provide full handover of clients to Practice Educator by end of working time, i.e. full discharge of clients from student caseload to Practice Educator.

## Professional Behaviours
**Specifics of knowledge/skills/attitude to be demonstrated**
- Conclude therapeutic relationship with clients, manage discharge of clients appropriately.
- Present a C.A.T. illustrating an ability to integrate relevant current literature and research to support or critique interventions.

## Professional Development
**Specifics of knowledge/skills/attitude to be demonstrated**
- Show evidence of up to date professional development folder to your Practice Educator i.e. with copies of all pre-supervision forms/ learning contract/ assessment form.
- Provide hard and paper copy of any projects, Critically Appraised Topic and articles, case study to the Practice Tutor or Practice Educator by the end of this time period.

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

# Discipline of Occupational Therapy

# Timelines and Expectations for Practice Education: Senior Sophister (4th Year) 12-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? How were they meaningful?
- Complete reading on occupations for your client group e.g. childhood occupations, teenage occupations.
- Be able to articulate what these occupations are.
- Demonstrate broader view of client i.e. their role in the family unit, their dependence on a family unit e.g. for children.
- Complete detailed analysis of activities.
- Show an understanding of what you can use the activities for.
- Be able to articulate the difference between activity and occupation.

**Trigger questions/statements**
- What are typical occupations for this client at their age/stage of life? What may we need to consider?
- Tell me 3 things you know about this client's occupations.
- What did the client say or do that led you to believe these are meaningful for the client?
- When analysing this activity what performance areas/ skills can you identify e.g. dressing: comprehension of the task, what the garment is and what to do with it, ability to orientate clothes, dynamic sitting balance, ability to grasp and hold clothing.
- At what point does an activity become an occupation?  What things do you have to consider, e.g. client level of engagement?

## 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.
- Use recognised department note writing format to record sessions/observations e.g. SOAP notes
- Introduce yourself to clients in a clear professional manner
- Have met all members of the multidisciplinary team by end of this period
- Answer phone in department in a professional manner, clearly identifying the occupational therapy department and who you are.
- Accept feedback positively and follow through on advice given.

**Trigger questions/statements**
- NB: let the student know that throughout placement, thinking something does not let you know they know it.  Help them to understand that it's ok to get things wrong, they are here to learn and that saying something out loud or writing it down helps

them to process it further and allows you to guide them to the next level or clear up any confusion on a particular topic.
- Describe what happened in that session
- Tell me something you observed about the client, why did they do/ say that?
- Think of something I did, why do you think I did/ said that?


## O.T. Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Have detailed clear knowledge of conceptual models.
- Be aware of frames of reference used in this setting, be familiar with principles of same.
- Complete detailed reading on relevant frames of reference.
- Record written observations on therapy sessions and discuss these.
- Develop knowledge of assessments in department and what these are specifically used for.
- Identify priority assessments and read these in detail, observe use.
- Be familiar with group protocols.
- Observe session and write notes reflecting observation and analysis of these.
- Discuss sessions and reflect on therapists' choice of activity and what skills they were working on.
- Gather information on a child accurately from the Occupational Therapy file or medical chart.

**Trigger questions/statements**
- Ask the student to draw out or explain the main points of the model.
- Ask the student to explain the principles of a frame of reference, how does it guide intervention for this client group?


## 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 setting.
- Assist in set up of a room for a session and clearing of the room, including sterilising equipment.
- Present self in appropriate clothing, wear name badge, make sure you are clean and with hair well-groomed and tidy.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Present written information in a timely and professional manner. Use correct grammar, all handwritten documents should be legible and tidy.
- Safely store equipment/toys back in their place. Ensure all risky items are accounted for at the end of the session.
- Become familiar with reading resources within department.

- Become familiar with all equipment in the department and its use, do not waste material resources.
- Read all local department policies and procedures.
- Follow infection control guidelines.
- Manage own diary, structuring day and client appointments
- Be aware of local, national and department policies, procedures, legislation and strategic plans, e.g. the Mental Health act, the Disability act, the EPSEN act and, how they relate to Occupational Therapists working.
- Manage own stress and anxiety. Be calm, if circumstances and demands change approach this in a calm logical manner. Prepare as best you can.
- The pace of a clinical environment can be changeable, adapt and respond to the demands of a given day e.g. on a busy clinic day when moving quickly from one appointment to another, keep up, list non-urgent questions for a later time, if unexpected gaps occur in a clinical diary know what else you need to do and use the time.

**Trigger questions/statements**
- Do not divulge personal information such as personal telephone number, address, etc..
- Revise and be familiar with typical conditions that present in this setting and with relevant models and frames of reference.

## Professional Development
**Specifics of knowledge/skills/attitude to be demonstrated**
- Source and complete reading requirements and any other necessary information in timely fashion or to designated deadline.
- Engage in formal and in-formal supervision, ask questions, give information/observations, ask for feedback, and respond to feedback.
- Begin to set learning contract goals with assistance.
- Ask questions, make observations.
- Keep copies of learning contract/ pre-supervision forms/ lists of tutorials etc., for professional development folder.

**Trigger questions/statements**
- Don't hesitate to state clearly to a student what your expectations of them are in terms of asking questions and trying to problem solve.
- When you see something ask yourself 'why?' and try to come up with one or two possible reasons. Now ask your question giving your possible solutions/reasons also.

## WEEK 3-4

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Collaborate with the client to choose appropriate activities for each client of a particular age, stage and ability.
- Use activities to promote goal attainment.
- Show an understanding of and an ability to adapt or modify an activity.
- Show an understanding of use of an activity and the steps to bring this to an occupation.
- Under supervision work with the client to choose appropriate activities for a session that are meaningful to the client, promote health and well-being by addressing goals, participation and occupational engagement.
- Engage a client in meaningful occupation or collaborate with the client to identify supports that enable participation in occupation in home/ community settings.
- Demonstrate an awareness of the impact of the environment on a client.

**Trigger questions/statements**
- Ask the student why they chose a particular activity:
  - Client interest/ motivation?
  - How does it build skills to support participation in a relevant occupation?
- Ask the student to identify an activity they have used or observed and list three ways it might be adapted.
- Ask the student to explain how session activities relate and translate into the client's real life outside of the clinical setting.

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Bring up any questions or problems you may have.
- Actively communicate within the supervisory relationship, communicating observations, concerns, learning's and coming to supervision sessions prepared.
- Actively communicate with all members of the department.
- Verbalise observations/ information gathered on a child/client in a structured logical manner.
- Interact with clients appropriately, enhancing not interfering with session.
- Continue developing note writing skills, e.g. if using SOAP notes now structuring notes correctly.
- Partake/assist in the facilitation of a group or in a group setting moving towards facilitating or co-facilitating parts of a group by the end of this timeframe.
- Continue developing note writing skills now needing fewer corrections on structure and writing directly into the Occupational Therapy file by end of this period.
- Student should ask for clarification if they do not understand something or are not clear on what is expected of them.
- Structure reports under supervision e.g. home visit reports

**Trigger questions/statements**
- If the student is not asking questions independently encourage them by asking specific questions of them to help to build confidence and ability to verbalise thoughts and begin to process:
  - What reading have you completed? What two things can you apply to interventions/clients here?
  - Tell me three observations you made of the client in this session?
- If a student is not doing something you agreed ask them if they are clear on what they are supposed to do. Get them to explain this to you in their own words, ask them how they are actually going to do it, the actual behaviour they are going to show e.g.
  - I am going to ask you a question after the session.
  - I am going to write notes on the session and give them to you.
  - I am going to start the report following the template and then bring it to you to discuss.

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate use of a conceptual model to develop an overall picture of a client.
- Review file and identify areas requiring assessment (for at least two clients).
- Identify specific assessments required, for at least 2 clients explaining reasoning.
- Plan sessions (at least 2 clients).
- Carry out assessments and score under supervision (at least two different assessments).
- Carry out part of sessions under supervision.
- Gather information from a client on current abilities and difficulties.
- Prepare for group intervention, using existing goals plan sessions, in collaboration.

**Trigger questions/statements**
- Ask the student to talk through the client's narrative using the chosen conceptual model.
  - Does it help you identify areas you need to know more about?
  - How does it guide you in what to do next?
  - Get the student to write this out if it helps.
- What are the main areas of difficulty highlighted, what do you consider to be the priorities and why?
- Explain why you chose one assessment as compared with another option
- What does a particular assessment highlight/ prioritise?
- What did that activity allow me to work on with the client? What goal was I working towards?
- Role play how to ask open questions, follow leads and redirect conversation if needed.

## Professional Behaviours
**Specifics of knowledge/skills/attitude to be demonstrated**
- Follow through on all tasks in a timely fashion or to a designated deadline.

- Respect clients' attitudes and skills.
- Respect clients' choices and priorities and work with them.
- Become familiar with specific skills of human resources and use different staff for advice as appropriate.
- Be prepared for meetings and sessions. Have equipment/room/necessary materials ready and set up. Take responsibility for these during and after the session.
- Have written work completed and given to your Practice Educator in a timely manner.
- Actively use all resources within the department.
- Plan set up of a room for a session to minimise risk.
- 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.

**Trigger questions/statements**
- It is ok to ask a student if they are alright. Communicate to them that it is also ok to say if something has upset or scared them.

## Professional Development
**Specifics of knowledge/skills/attitude to be demonstrated**
- Continue to ask questions showing evidence of having reflected on them by suggesting potential answers or solutions.
- 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, areas where gaps may be present or areas you are finding challenging.

**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.

**WEEK 5-6**

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Modify or adapt an activity as necessary to maintain motivation and participation.
- 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 and grade activities and their use as a therapeutic intervention.
- Set up the environment in such a way as to enable the client or minimise the impact of disability.

**Trigger questions/statements**
- What did the client do or say that highlighted decreased motivation or participation? What did you do?
- What can you anticipate for the next session?  How could you plan for this?
- Explain how your activities were achieving your goals?  How could you modify or develop these further?

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Interact and engage with clients, effectively communicate interventions etc. e.g. to clients with identified cognitive difficulties, to parents/children, adapt communication accordingly.
- Demonstrate analysis of and reflection on observations.
- Identify specific need to liaise with other multidisciplinary team members independently and follow through on this.
- Clearly communicate in a group setting, e.g. team meeting.
- Present clearly written session plans to your Practice Educator in a timely manner before session.
- Participate in joint sessions, being clear on attaining your goals.
- Independently facilitate parts of a group, working collaboratively with other therapists involved.
- Write clearly structured reports and letters.

**Trigger questions/statements**
- Did the client fully understand what you said to them?  How do you know, what did they do or say?
- How could you do it differently next time to ensure full comprehension?
- What change in behaviour/ function did you observe with a specific intervention? Compare before and after.
- How could you further modify the activity, environment or your input to enable function or skill development to a greater level?

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Actively feedback with your Practice Educator after sessions reflecting on your own performance, what went right or needs to be changed.
- Present observations on the client in a clear logical manner establishing ongoing priorities and goals.
- Carry out assessments, independently if done under supervision last week, under supervision if not yet carried out.
- Through client interview and using assessment results establish priorities for intervention and goals, with assistance from supervisor.
- Set goals with 2 clients.
- Display ability to actively engage clients in activities.
- Seek support from those who are familiar with the person when engaging in 1:1 sessions.
- Facilitate group session with your Practice Educator or another Occupational Therapist.
- Begin to work to a more independent level with at least another 2 clients, setting goals and priorities independently.
- Plan and carry out interventions that address specific client goals.
- Begin to work to a more independent level with groups, setting up activities and running part of group independently.
- Write reports or home programme with support and feedback from Practice Educator, which accurately reflect the clinical situation and make clear recommendations.
- Be able to articulate caseload demands and identify priorities.
- Make onward referrals to other multidisciplinary team members or agencies as required.

## Professional Behaviours
**Specifics of knowledge/skills/attitude to be demonstrated**
- Carry out activities and interventions in a planned way within your capabilities. Actively seek advice and support where required.
- Clearly document sessions/ interventions/ assessments.
- Demonstrate ability to prioritise tasks and manage time effectively and efficiently.

## 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 carrying forward session, goal setting and intervention.
- Identify how you are going to work towards building skills in weaker areas (using the learning contract and supervision).

**Trigger questions/statements**

- 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 halfway.

## WEEK 7-8

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate an ability to develop activities for goal attainment that can be incorporated into the family home routine and daily occupations, and other environments relevant to the client.

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Actively liaise with multidisciplinary team members.
- Continue to independently write well structured notes in files.
- Work collaboratively with other multidisciplinary team members e.g. in joint sessions with the physiotherapist /Speech and Language Therapist, or joint planning and decision making.
- Write clear, accurate and well-structured reports independently.

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Ongoing intervention and session plans with at least 3 clients from previous week showing ability to modify plans and clinically reason.
- Continue to independently write accurate notes in files.
- Increased clinical reasoning and reflection on practice.
- Independent working with 2- 5 individual clients and 1 - 3 groups feeding back to PE.
- Coordinating sessions and administration (notes, reports).
- Managing priorities effectively.
- Evaluate and critique outcomes of interventions.
- Modify interventions as necessary to ensure positive movement towards goal attainment.
- Write reports, letters and home programmes with less correction.
- Recognise that intervention has many formats e.g. a conversation with a caregiver/parent, identifying social supports for a person, linking the client with community supports, writing a report to support an application, running a training session for parents/teachers/carers.

**Trigger questions/statements**
- Ask student to brainstorm and list possible intervention formats/change modalities.

## Professional Behaviours

**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate an ability to source relevant current literature and research and use it to guide/support or inform practice in this setting.

## Professional Development
**Specifics of knowledge/skills/attitude to be demonstrated**
- Display an ability to develop skills in identified areas of need.
- Actively drive forward own development by identifying and using learning opportunities available.

## WEEK 9-10

## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate understanding of occupations through the case study.
- Plan future activities with clients and others e.g. home programmes or expectations for next few months after discharge from the student's caseload.

## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Continue to demonstrate and consolidate all previous skills.

## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Effectively manage caseload of 2- 5 individual clients and 1 - 3 groups.
- Begin to prepare clients for discharge/termination of their therapeutic relationship.

**Trigger questions/statements**
- Ask student to clearly explain how goals will be met after they have left.
- What small concrete changes will occur/have occurred for the client (skills, social supports, change in attitudes of others).

## Professional Behaviours
**Specifics of knowledge/skills/attitude to be demonstrated**
- Demonstrate evidence of time management and scheduling for completion of all clinical and administration tasks, and full handover to your Practice Educator by end of placement.

**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**
- Continue to demonstrate and consolidate all previous skills.


## WEEK 11-12


## Occupation
**Specifics of knowledge/skills/attitude to be demonstrated**
- Continue to demonstrate and consolidate all previous skills.


## Communication
**Specifics of knowledge/skills/attitude to be demonstrated**
- Continue to demonstrate and consolidate all previous skills.


## Occupational Therapy Process
**Specifics of knowledge/skills/attitude to be demonstrated**
- Manage time effectively to complete reports and notes, provide full handover of clients to your Practice Educator by end of working time, i.e. full discharge of clients from student caseload to Practice Educator.


## Professional Behaviours
**Specifics of knowledge/skills/attitude to be demonstrated**
- Conclude therapeutic relationship with clients, manage discharge of clients appropriately.
- Present a case study illustrating an ability to integrate relevant current literature and research to support or critique interventions.


## Professional Development
**Specifics of knowledge/skills/attitude to be demonstrated**
- Show evidence of up to date professional development folder to Practice Educator i.e. with copies of all pre-supervision forms/ learning contract/ assessment form.
- Provide hard and paper copy of any projects and case study to the Practice Tutor or Practice Educator.

## Appendix 5: Junior Fresh Assessment Form

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

# Junior Fresh
# Practice Education Assessment Form

(Please read the Guidelines for completing Practice Education Assessment Forms & please return completed report [not a copy] directly to the Discipline of Occupational Therapy, Trinity College Dublin)

| | | |
|---|---|---|
| **NAME OF STUDENT** | | |
| **NAME OF SERVICE** | | |
| **TYPE OF EXPERIENCE** | | |
| **DATE OF EXPERIENCE (dd/mm/yyyy)** | **From** | **To** |
| **NAME OF PRACTICE EDUCATOR** | | |

| | |
|---|---|
| **NUMBER OF DAYS ABSENT** | |
| **TOTAL HOURS COMPLETED** | |

| OVERALL LEVEL OF ACHIEVEMENT | |
|---|---|
| **COMPETENT** ☐ | **NOT COMPETENT** ☐ |

**N.B. If a student is awarded a not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement.**

| | |
|---|---|
| **SIGNATURE OF PRACTICE EDUCATOR** | |
| **EMAIL OF EDUCATOR/S** | |
| **SIGNATURE OF STUDENT** | |

*__Both__ signatures are required.*

| STUDENT HOURS LOG AND CONFIRMATION OF DAILY DECLARATION (COVID-19 SPECIFIC) | | | |
|---|---|---|---|
| **Week (From – To) (dd/mm/yyyy)** | **Hours Completed** | **COVID-19 specific:** Daily declrations completed by student (Y/N) | **Initials of Practice Educator** |
| **1.**            to | | | |
| **2.**            to | | | |

\*As per the HSE guidelines (*Infection Prevention and Control Requirements for Clinical Placements in HSE facilities in the context of COVID-19*), the student is required to declare to the practice educator on a daily basis that he/she is symptom free as soon as he/she presents for placement. The format of the declaration may include phone, email, text or verbally and should be agreed by the student and the Practice Educator at the beginning of the placement.

To ensure compliance with this recommendation, the student and the Practice Educator must sign on this each week by ticking the box above entitled "**COVID-19 specific: Daily declrations completed by student**". By ticking this box both the student and Practice Educator are confirming that daily declarations were completed by the student.

**To be completed by Practice Educator:**

| Sick leave hours taken: | | Sick leave hours made up: | |
|---|---|---|---|
| Sick leave certified: | Yes ☐    No ☐ | Sick leave cert forwarded to PEC*: | Yes ☐    No ☐ |
| Other leave/absence | Number of hours: Reason: | | |
| Number of public holidays: | | Total hours completed: | |
| Signature of Practice Educator: | | Date: | |

**To be completed by Student:**

| Student Name and Number | Student Signature / Date |
|---|---|
| | |
| I agree with the completed hours Name: | Date: |

# FINAL FORMATIVE ASSESSMENT

| | |
|---|---|
| **NAME OF STUDENT:** | |
| **NAME OF PRACTICE EDUCATOR:** | |

**SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

**STUDENT'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

# HALF-WAY FORMATIVE ASSESSMENT

| | |
|---|---|
| **NAME OF STUDENT:** | |
| **NAME OF PRACTICE EDUCATOR:** | |

---

**SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK:**

---

*Please continue comments on separate page if required.*

---

**STUDENT'S COMMENTS AND FEEDBACK:**

---

*Please continue comments on separate page if required.*

| | |
|---|---|
| **SIGNATURE OF STUDENT** | |
| **SIGNATURE OF PRACTICE EDUCATOR** | |
| **DATE (dd/mm/yyyy)** | |

| | NOT EVIDENT – This competency was not demonstrated. | EVIDENT – This competency was consistently demonstrated. |
|---|---|---|
| | EMERGING – This competency was not consistently demonstrated. | ENHANCED – This competency was consistently demonstrated.  The performance was to a high standard. |

| | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| **Competencies** | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 1. Work safely in compliance with health and safety regulations as specified in the practice setting. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Adhere to the ethical, legal, professional and local practice contexts that inform occupational therapy practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Adhere to confidentiality as described in the local context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Present self in a manner appropriate to the working environment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. Adhere to specified personal and professional boundaries within practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Demonstrate a positive approach to clients and team members. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Demonstrate effective time management. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Communicate effectively and in a professional manner with individuals. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## Appendix 6: Senior Fresh Assessment Form

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

# Senior Fresh
# Practice Education Assessment Form

(Please read the Guidelines for completing Practice Education Assessment Forms & please return completed report [not a copy] directly to the Discipline of Occupational Therapy, Trinity College Dublin)

| | | |
|---|---|---|
| **NAME OF STUDENT** | | |
| **NAME OF SERVICE** | | |
| **TYPE OF EXPERIENCE** | | |
| **DATE OF EXPERIENCE (dd/mm/yyyy)** | **From** | **To** |
| **NAME OF PRACTICE EDUCATOR** | | |

| | |
|---|---|
| **NUMBER OF DAYS ABSENT** | |
| **TOTAL HOURS COMPLETED** | |

| OVERALL LEVEL OF ACHIEVEMENT | |
|---|---|
| **COMPETENT** ☐ | **NOT COMPETENT** ☐ |

**N.B.** If a student is awarded a not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement.

| | |
|---|---|
| **SIGNATURE OF PRACTICE EDUCATOR** | |
| **EMAIL OF EDUCATOR/S** | |
| **SIGNATURE OF STUDENT** | |

**_Both_** _signatures are required._

## STUDENT HOURS LOG AND CONFIRMATION OF DAILY DECLARATION (COVID-19 SPECIFIC)

| Week (From – To) (dd/mm/yyyy) | Hours Completed | COVID-19 specific: Daily declrations completed by student (Y/N) | Initials of Practice Educator |
|---|---|---|---|
| 1.          to | | | |
| 2.          to | | | |
| 3.          to | | | |
| 4.          to | | | |
| 5.          to | | | |
| 6.          to | | | |
| 7.          to | | | |
| 8.          to | | | |

*As per the HSE guidelines (*Infection Prevention and Control Requirements for Clinical Placements in HSE facilities in the context of COVID-19*), the student is required to declare to the practice educator on a daily basis that he/she is symptom free as soon as he/she presents for placement. The format of the declaration may include phone, email, text or verbally and should be agreed by the student and the Practice Educator at the beginning of the placement.

To ensure compliance with this recommendation, the student and the Practice Educator must sign on this each week by ticking the box above entitled "**COVID-19 specific: Daily declrations completed by student**". By ticking this box both the student and Practice Educator are confirming that daily declarations were completed by the student.

## To be completed by Practice Educator:

| Sick leave hours taken: | | Sick leave hours made up: | |
|---|---|---|---|
| Sick leave certified: | Yes ☐   No ☐ | Sick leave cert forwarded to PEC*: | Yes ☐   No ☐ |
| Other leave/absence | Number of hours: Reason: | | |
| Number of public holidays: | | Total hours completed: | |
| Signature of Practice Educator: | | Date: | |

## To be completed by Student:

| Student Name and Number | Student Signature / Date |
|---|---|
| | |
| I agree with the completed hours Name: | Date: |

# FINAL FORMATIVE ASSESSMENT

| NAME OF STUDENT: | |
|---|---|
| NAME OF PRACTICE EDUCATOR: | |

**SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK**

*Please continue comments on separate page if required.*

**STUDENT'S COMMENTS AND FEEDBACK**

*Please continue comments on separate page if required.*

# HALF-WAY FORMATIVE ASSESSMENT

| | |
|---|---|
| **NAME OF STUDENT:** | |
| **NAME OF PRACTICE EDUCATOR:** | |

---

**SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK**

*Please continue comments on separate page if required.*

---

**STUDENT'S COMMENTS AND FEEDBACK**

*Please continue comments on separate page if required.*

---

| | |
|---|---|
| **SIGNATURE OF STUDENT** | |
| **SIGNATURE OF PRACTICE EDUCATOR** | |
| **DATE (dd/mm/yyyy)** | |

| | NOT EVIDENT – This competency was not demonstrated. | EVIDENT – This competency was consistently demonstrated. |
| --- | --- | --- |
| | EMERGING – This competency was not consistently demonstrated. | ENHANCED – This competency was consistently demonstrated. The performance was to a high standard. |

| | Halfway Assessment | | | | Final Assessment | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Not Competent | | Competent | | Not Competent | | Competent | |
| **Occupation Competencies** | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 1. Demonstrate through either verbal or written communication an understanding of the meaning of occupation for the client and the client group or community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Demonstrate through either verbal or written communication an understanding of the client's context the person-occupation-environment relationship. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Apply the therapeutic use of occupation to influence health and well-being of the client or group positively. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Support engagement and participation in meaningful occupation. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON OCCUPATION COMPETENCIES:**

**FINAL COMMENTS ON OCCUPATION COMPETENCIES:**

*Please continue comments on separate page if required.*

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| Communication Competencies | Half-Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 5. Demonstrate listening, verbal and non-verbal communication skills, both formally and informally. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Give and receive feedback in an open and honest manner. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Present oral information in a clear, concise and well-structured manner both formally and informally. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Write accurate, clear, contemporaneous records in accordance with legal and professional requirements. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Communicate effectively and in a professional manner with individuals. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. Communicate effectively and in a professional manner in a group environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. Use computer and/or communication technologies appropriately in the placement setting. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON COMMUNICATION COMPETENCIES:**

**FINAL COMMENTS ON COMMUNICATION COMPETENCIES:**

*Please continue comments on separate page if required.*

| The Occupational Therapy Process Competencies | Half-Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 12. Select and apply appropriate conceptual and practice models to guide the occupational therapy process. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. Demonstrate an integration of occupational therapy theory within practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. Demonstrate engagement in reflection and evaluation of practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. Facilitate a culturally sensitive approach to practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. Facilitate a client centred approach. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. Apply the principle of informed consent prior to and throughout the occupational therapy process. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. Demonstrate the use of observation and interview skills to gather relevant information. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. Select and administer appropriate standardised and non-standardised assessment tools. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. Collaboratively identify goals for intervention with the client (or people acting on his/her behalf). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. Facilitate effective individual and/or group work interventions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. Evaluate outcomes in collaboration with all parties. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 23. Prioritise and manage a caseload either group or individual, under supervision. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES:**

**FINAL COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES:**

| | Halfway Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| **Professional Behaviour Competencies** | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 24. Work safely in compliance with health and safety regulations as specified in the practice setting. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 25. Adhere to the ethical, legal, professional and local practice contexts that inform occupational therapy practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 26. Adhere to confidentiality as described in the local context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. Present self in a manner appropriate to the working environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 28. Respond constructively to changing circumstances and demands. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 29. Demonstrate an awareness of personal and professional boundaries within practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 30. Demonstrate a positive approach to clients and team members. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 31. Demonstrate effective time management. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 32. Demonstrate best use of resources available. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

**FINAL COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

*Please continue comments on separate page if required.*

| Professional Development Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 33. Take responsibility for personal and professional development. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 34. Actively engage in supervision and request and utilise professional support. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 35. Implement a learning contract. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 36. Identify own personal and professional strengths and limitations. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 37. Maintain a record of personal and professional development (i.e. portfolio). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

**FINAL COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

*Please continue comments on separate page if required.*

## Appendix 7: Junior Sophister Assessment Form

Trinity College Dublin
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The University of Dublin

| Junior Sophister |
| :---: |
| **Practice Education Assessment Form** |

(Please read the Guidelines for completing Practice Education Assessment Forms & please return completed report [not a copy] directly to the Discipline of Occupational Therapy, Trinity College Dublin)

| NAME OF STUDENT | | |
| :--- | :--- | :--- |
| NAME OF SERVICE | | |
| TYPE OF EXPERIENCE | | |
| DATE OF EXPERIENCE (dd/mm/yyyy) | From | To |
| NAME OF PRACTICE EDUCATOR | | |

| NUMBER OF DAYS ABSENT | |
| :--- | :--- |
| TOTAL HOURS COMPLETED | |

| OVERALL LEVEL OF ACHIEVEMENT | |
| :--- | :--- |
| COMPETENT ☐ | NOT COMPETENT ☐ |

**N.B.** If a student is awarded a not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement.

| SIGNATURE OF PRACTICE EDUCATOR | |
| :--- | :--- |
| EMAIL OF EDUCATOR/S | |
| SIGNATURE OF STUDENT | |

**Both** signatures are required.

155

## STUDENT HOURS LOG AND CONFIRMATION OF DAILY DECLARATION (COVID-19 SPECIFIC)

| Week (From – To) (dd/mm/yyyy) | Hours Completed | COVID-19 specific: Daily declrations completed by student (Y/N) | Initials of Practice Educator |
|---|---|---|---|
| **1.**            to | | | |
| **2.**            to | | | |
| **3.**            to | | | |
| **4.**            to | | | |
| **5.**            to | | | |
| **6.**            to | | | |
| **7.**            to | | | |
| **8.**            to | | | |
| **9.**            to | | | |
| **10.**            to | | | |
| **11.**            to | | | |
| **12.**            to | | | |

*As per the HSE guidelines (*Infection Prevention and Control Requirements for Clinical Placements in HSE facilities in the context of COVID-19*), the student is required to declare to the practice educator on a daily basis that he/she is symptom free as soon as he/she presents for placement. The format of the declaration may include phone, email, text or verbally and should be agreed by the student and the Practice Educator at the beginning of the placement.

To ensure compliance with this recommendation, the student and the Practice Educator must sign on this each week by ticking the box above entitled "**COVID-19 specific: Daily declrations**

**completed by student**". By ticking this box both the student and Practice Educator are confirming that daily declarations were completed by the student.

## To be completed by Practice Educator:

| Sick leave hours taken: | | Sick leave hours made up: | |
|---|---|---|---|
| Sick leave certified: | Yes ☐  No ☐ | Sick leave cert forwarded to PEC*: | Yes ☐  No ☐ |
| Other leave/absence | Number of hours:<br><br>Reason: | | |
| Number of public holidays: | | Total hours completed: | |
| Signature of Practice Educator: | | Date: | |

## To be completed by Student:

| Student Name and Number | Student Signature / Date |
|---|---|
| | |
| I agree with the completed hours<br><br>Name: | <br><br>Date: |

# FINAL FORMATIVE ASSESSMENT

| NAME OF STUDENT: | |
|---|---|
| NAME OF PRACTICE EDUCATOR: | |

**SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

**STUDENT'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

| | NOT EVIDENT – This competency was not demonstrated. | EVIDENT – This competency was consistently demonstrated. |
|---|---|---|
| | EMERGING – This competency was not consistently demonstrated. | ENHANCED – This competency was consistently demonstrated. The performance was to a high standard. |

| Occupation Competencies | Halfway Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 1. Demonstrate through either verbal or written communication an understanding of the meaning of occupation for the client and the client group or community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Demonstrate through either verbal or written communication an understanding of the client's context the person-occupation-environment relationship. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Analyse the use and adaptation of occupations for the client's group and/or community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Apply the therapeutic use of occupation to influence health and well-being of the client or group positively. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. Support engagement and participation in meaningful occupation. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Demonstrate an awareness of occupational justice and occupational deprivation for the client and/or community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON OCCUPATION COMPETENCIES:**



**FINAL COMMENTS ON OCCUPATION COMPETENCIES:**

| Communication Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 7. Demonstrate listening, verbal and non-verbal communication skills, both formally and informally. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Give and receive feedback in an open and honest manner. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Present oral information in a clear, concise and well-structured manner both formally and informally. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. Write accurate, clear, contemporaneous records in accordance with legal and professional requirements. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. Communicate effectively and in a professional manner with individuals. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. Communicate effectively and in a professional manner in a group environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. Form collaborative working relationships within interdisciplinary teams. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. Use computer and/or communication technologies appropriately in the placement setting. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. Provides information with intervention options with professional opinion to the service users, and/or health professionals and/or relevant others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. Apply the principles of therapeutic use of self for client interactions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. Demonstrate the ability to provide appropriate instruction and supervision when delegating tasks to others where appropriate. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON COMMUNICATION COMPETENCIES:**

FINAL COMMENTS ON COMMUNICATION COMPETENCIES:

| The Occupational Therapy Process Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 18. Select and apply appropriate conceptual and practice models to guide the occupational therapy process. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. Demonstrate an integration of occupational therapy theory within practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. Demonstrate an integration of relevant supporting evidence-based knowledge within occupational therapy practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. Demonstrate a logical and systematic approach to problem solving and decision-making. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. Demonstrate engagement in clinical reasoning to guide practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 23. Demonstrate engagement in reflection and evaluation of practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 24. Facilitate a culturally sensitive approach to practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 25. Facilitate a client centred approach. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 26. Facilitate the active participation of the client in the team. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. Apply the principle of informed consent prior to and throughout the occupational therapy process. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 28. Demonstrate the use of observation and interview skills to gather relevant information. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 29. Select and administer appropriate standardised and non-standardised assessment tools. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 30. Analyse the effect of the person, the environment and the occupation factors on activity and participation. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 31. Collaboratively identify goals for intervention with the client (or people acting on his/her behalf). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 32. Plan, grade, implement and modify interventions that are outcome based and relevant to the person's goals. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 33. Facilitate effective individual and/or group work interventions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 34. Demonstrate a working knowledge of group dynamics within the context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 35. Evaluate outcomes in collaboration with all parties. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 36. Make onward referrals to other agencies or professionals to optimise responses to client needs. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 37. Plan and implement discharge and follow-up. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 38. Prioritise and manage a caseload either group or individual, under supervision. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 39. Demonstrate an ability to understand and manage risk. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 40. Applies the concepts of advocacy in addressing the occupational needs of individuals, groups and communities. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 41. Select and use assistive technologies or therapeutic modalities appropriately and safely in client interventions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 42. Facilitate the service user's management of their own health and wellbeing. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES:**

**FINAL COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES:**

| Professional Behaviour Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 43. Work safely in compliance with health and safety regulations as specified in the practice setting. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 44. Adhere to the ethical, legal, professional and local practice contexts that inform occupational therapy practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 45. Demonstrate an understanding of policy and legislation on local practice context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 46. Adhere to confidentiality as described in the local context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 47. Present self in a manner appropriate to the working environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 48. Respond constructively to changing circumstances and demands. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 49. Demonstrate an awareness of personal and professional boundaries within practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 50. Demonstrate a positive approach to clients and team members. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 51. Demonstrate effective time management. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 52. Demonstrate best use of resources available. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 53. Demonstrate an ability to source, analyse and critique literature and research findings relating to practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

FINAL COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:

| Professional Development Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 54. Take responsibility for personal and professional development. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 55. Actively engage in supervision and request and utilise professional support. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 56. Implement a learning contract. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 57. Identify own personal and professional strengths and limitations. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 58. Maintain a record of personal and professional development (i.e. portfolio). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

**FINAL COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

## Appendix 8: Senior Sophister Assessment Form

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

| Senior Sophister |
| :---: |
| **Practice Education Assessment Form** |

(Please read the Guidelines for completing Practice Education Assessment Forms & please return completed report [not a copy] directly to the Discipline of Occupational Therapy, Trinity College Dublin)

| | | |
| --- | --- | --- |
| **NAME OF STUDENT** | | |
| **NAME OF SERVICE** | | |
| **TYPE OF EXPERIENCE** | | |
| **DATE OF EXPERIENCE (dd/mm/yyyy)** | From | To |
| **NAME OF PRACTICE EDUCATOR** | | |

| | |
| --- | --- |
| **NUMBER OF DAYS ABSENT** | |
| **TOTAL HOURS COMPLETED** | |

| OVERALL LEVEL OF ACHIEVEMENT | |
| --- | --- |
| **COMPETENT** ☐ | **NOT COMPETENT** ☐ |
| **N.B.** If a student is awarded a not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement. | |

| | |
| --- | --- |
| **SIGNATURE OF PRACTICE EDUCATOR** | |
| **EMAIL OF EDUCATOR/S** | |
| **SIGNATURE OF STUDENT** | |

**Both** *signatures are required.*

## STUDENT HOURS LOG AND CONFIRMATION OF DAILY DECLARATION (COVID-19 SPECIFIC)

| Week (From – To) (dd/mm/yyyy) | Hours Completed | COVID-19 specific: Daily declrations completed by student (Y/N) | Initials of Practice Educator |
|---|---|---|---|
| 1.          to | | | |
| 2.          to | | | |
| 3.          to | | | |
| 4.          to | | | |
| 5.          to | | | |
| 6.          to | | | |
| 7.          to | | | |
| 8.          to | | | |
| 9.          to | | | |
| 10.          to | | | |
| 11.          to | | | |
| 12.          to | | | |

*As per the HSE guidelines (*Infection Prevention and Control Requirements for Clinical Placements in HSE facilities in the context of COVID-19*), the student is required to declare to the practice educator on a daily basis that he/she is symptom free as soon as he/she presents for placement. The format of the declaration may include phone, email, text or verbally and should be agreed by the student and the Practice Educator at the beginning of the placement.

To ensure compliance with this recommendation, the student and the Practice Educator must sign on this each week by ticking the box above entitled "**COVID-19 specific: Daily declrations**

**completed by student**". By ticking this box both the student and Practice Educator are confirming that daily declarations were completed by the student.

## To be completed by Practice Educator:

| Sick leave hours taken: | | Sick leave hours made up: | |
|---|---|---|---|
| Sick leave certified: | Yes ☐     No ☐ | Sick leave cert forwarded to PEC*: | Yes ☐     No ☐ |
| Other leave/absence | Number of hours: <br><br> Reason: | | |
| Number of public holidays: | | Total hours completed: | |
| Signature of Practice Educator: | | Date: | |

## To be completed by Student:

| Student Name and Number | Student Signature / Date |
|---|---|
| | |
| I agree with the completed hours <br><br> Name: | <br> Date: |

# FINAL FORMATIVE ASSESSMENT

| NAME OF STUDENT: | |
|---|---|
| NAME OF PRACTICE EDUCATOR: | |

**SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

**STUDENT'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

# HALF-WAY FORMATIVE ASSESSMENT

| NAME OF STUDENT: | |
|---|---|
| NAME OF PRACTICE EDUCATOR: | |

| SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK: |
|---|
| |

*Please continue comments on separate page if required.*

| STUDENT'S COMMENTS AND FEEDBACK: |
|---|
| |

*Please continue comments on separate page if required.*

| SIGNATURE OF STUDENT | |
|---|---|
| SIGNATURE OF PRACTICE EDUCATOR | |
| DATE (dd/mm/yyyy) | |

| | NOT EVIDENT – This competency was not demonstrated. | EVIDENT – This competency was consistently demonstrated. |
|---|---|---|
| | EMERGING – This competency was not consistently demonstrated. | ENHANCED – This competency was consistently demonstrated. The performance was to a high standard. |

| Occupation Competencies | Halfway Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 1. Demonstrate through either verbal or written communication an understanding of the meaning of occupation for the client and the client group or community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Demonstrate through either verbal or written communication an understanding of the client's context the person-occupation-environment relationship. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Analyse the use and adaptation of occupations for the client's group and/or community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Apply the therapeutic use of occupation to influence health and well-being of the client or group positively. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. Support engagement and participation in meaningful occupation. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Demonstrate an awareness of occupational justice and occupational deprivation for the client and/or community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON OCCUPATION COMPETENCIES:**

**FINAL COMMENTS ON OCCUPATION COMPETENCIES:**

| Communication Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 7. Demonstrate listening, verbal and non-verbal communication skills, both formally and informally. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Give and receive feedback in an open and honest manner. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Present oral information in a clear, concise and well-structured manner both formally and informally. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. Write accurate, clear, contemporaneous records in accordance with legal and professional requirements. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. Communicate effectively and in a professional manner with individuals. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. Communicate effectively and in a professional manner in a group environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. Form collaborative working relationships within interdisciplinary teams. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. Use computer and/or communication technologies appropriately in the placement setting. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. Provides information with intervention options with professional opinion to the service users, and/or health professionals and/or relevant others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. Apply the principles of therapeutic use of self for client interactions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. Demonstrate the ability to provide appropriate instruction and supervision when delegating tasks to others where appropriate. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON COMMUNICATION COMPETENCIES:**

**FINAL COMMENTS ON COMMUNICATION COMPETENCIES:**

| The Occupational Therapy Process Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 18. Select and apply appropriate conceptual and practice models to guide the occupational therapy process. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. Demonstrate an integration of occupational therapy theory within practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. Demonstrate an integration of relevant supporting evidence-based knowledge within occupational therapy practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. Demonstrate a logical and systematic approach to problem solving and decision-making. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. Demonstrate engagement in clinical reasoning to guide practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 23. Demonstrate engagement in reflection and evaluation of practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 24. Facilitate a culturally sensitive approach to practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 25. Facilitate a client centred approach. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 26. Facilitate the active participation of the client in the team. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. Apply the principle of informed consent prior to and throughout the occupational therapy process. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 28. Demonstrate the use of observation and interview skills to gather relevant information. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 29. Select and administer appropriate standardised and non-standardised assessment tools. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 30. Analyse the effect of the person, the environment and the occupation factors on activity and participation. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 31. Collaboratively identify goals for intervention with the client (or people acting on his/her behalf). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 32. Plan, grade, implement and modify interventions that are outcome based and relevant to the person's goals. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 33. Facilitate effective individual and/or group work interventions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 34. Demonstrate a working knowledge of group dynamics within the context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 35. Evaluate outcomes in collaboration with all parties. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 36. Make onward referrals to other agencies or professionals to optimise responses to client needs. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 37. Plan and implement discharge and follow-up. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 38. Prioritise and manage a caseload either group or individual, under supervision. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 39. Demonstrate an ability to understand and manage risk. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 40. Applies the concepts of advocacy in addressing the occupational needs of individuals, groups and communities. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 41. Select and use assistive technologies or therapeutic modalities appropriately and safely in client interventions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 42. Facilitate the service user's management of their own health and wellbeing. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES:**

**FINAL COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES:**

| Professional Behaviour Competencies | Half Way Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 43. Work safely in compliance with health and safety regulations as specified in the practice setting. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 44. Adhere to the ethical, legal, professional and local practice contexts that inform occupational therapy practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 45. Demonstrate an understanding of policy and legislation on local practice context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 46. Adhere to confidentiality as described in the local context. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 47. Present self in a manner appropriate to the working environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 48. Respond constructively to changing circumstances and demands. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 49. Demonstrate an awareness of personal and professional boundaries within practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 50. Demonstrate a positive approach to clients and team members. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 51. Demonstrate effective time management. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 52. Demonstrate best use of resources available. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 53. Demonstrate an ability to source, analyse and critique literature and research findings relating to practice. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

FINAL COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:

| Professional Development Competencies | Halfway Assessment | | | | Final Assessment | | | |
|---|---|---|---|---|---|---|---|---|
| | Not Competent | | Competent | | Not Competent | | Competent | |
| | Not Evident | Emerging | Evident | Enhanced | Not Evident | Emerging | Evident | Enhanced |
| 54. Take responsibility for personal and professional development. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 55. Actively engage in supervision and request and utilise professional support. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 56. Implement a learning contract. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 57. Identify own personal and professional strengths and limitations. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 58. Maintain a record of personal and professional development (i.e. portfolio). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**HALFWAY COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

**FINAL COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

## Appendix 9: Guidelines for Completing Trinity College Dublin Practice Education Assessment Forms

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

## Guidelines for Completing Trinity College Dublin Practice Education Assessment Forms

The assessment form must be completed at **two points in time** across the placement; half-way through the placement (for example; end of week 1 of 2-week placement or end of week 5 of the 11/12 week placement) and on the final day of placement.

The Timelines and Expectations Document should be used in collaboration with the assessment form to support the Practice Educator in exploring where the student should be at in terms of the competency at the point of assessment.

### *The Half-Way Assessment:*

At the half-way point in the placement, the Practice Educator must indicate whether the competencies are either; 'Not Evident'; 'Emerging', 'Evident' or 'Enhanced'. A description of these ratings are highlighted in the box below:

| NOT COMPETENT | COMPETENT |
|---|---|
| **NOT EVIDENT =** This competency was not demonstrated. | **EVIDENT =** Competency **consistently** demonstrated. |
| **EMERGING =** This competency was demonstrated but not consistently/satisfactory. | **ENHANCED =** Competency **consistently** demonstrated. Performance is of high standard. |

The Practice Educator is required to place a tick in the box that best reflects where the student is at in terms of their demonstration of each of the competencies on the form.

A space is provided at the end of each of the five Competency sections for additional comments. (*This does not apply to first year assessment form whereby there are 8 general competencies only).

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In these spaces provided the Practice Educator and Student canm provide an overview of strengths and limitations in relation to the named competency area. Both parties can also list strategies agreed to address named limitations (where necessary).

Furthermore, the 'Half-way Formative Assessment' Section (at the beginning of the assessment form) must also be completed by both the Practice Educator and the Student. The section entitled: 'Summary of Practice Educator's Comments and Feedback' must be completed by the Practice Educator and should provide comments and feedback about the student's overall performance of the competencies at the half-way point. Again, this section is useful for highlighting strengths; limitations; strategies agreed to address named limitations; goals for latter half of placement etc. The student must then complete the section entitled: 'Student's Comments and Feedback'.

This section must then be signed and dated by both the practice Educator and Student on the date of completion.

**Please Note:** At the Half-way assessment point, if the student is achieving a 'Not Competent' grade (i.e. marked in the 'Not Evident' or 'Emerging' boxes) and there is a concern that the student may be struggling on the placement to demonstrate the competencies, the Practice Education Team in the Discipline of Occupational Therapy should be contacted immediately for discussion and support.

### *The Final Assessment:*

At the final assessment stage, the Practice Educator is required to place a tick in the box that best reflects where the student is at in terms of their demonstration of each of the competencies on the form.

Please note that a student must achieve a 'competent grade' (i.e. either 'Evident' or 'Enhanced') in **ALL** competency areas at the final assessment in order to reach an **overall competent grade** in his/her placement.

A space is provided at the end of each of the Competency sections for additional comments. In these spaces provided the Practice Educator can provide an overview of strengths and areas requiring development in relation to the named competency area.

The 'Final Formative Assessment' section must also be completed by both the Practice Educator and the Student. The Section entitled: 'Summary of Practice Educator's Comments and Feedback' must be completed by the Practice Educator and should provide comments and feedback about the student's overall performance of the competencies on the placement. The student must then complete the section entitled: 'Student's Comments and Feedback'.

### *Pages 1 and 2:*

Furthermore, page 1 and page 2 of the assessment form must also be fully completed at the final assessment stage.

**On page 1** The Practice Educator must complete the following:

- Details of placement site and practice educator/student details
- Numbers of days the student was absent from placement (if applicable)
- **Total number of placement hours** completed
- **Overall level of achievement.** The Practice Educator must tick **the 'Competent' box** (i.e. all competencies have been met by an 'Evident' or 'Enhanced' grade at the final assessment) or

the '**Not Competent' box** (i.e. all competencies have not been met (1 or more competencies have been rated as 'Not Evident' or 'Emerging' at the final assessment).

*Please complete and sign page 1 at the end of the placement.

**On Page 2** the Student Hours Log must also be completed by both the Practice Educator and the Student. The student should log their hours weekly over the course of the placement in order to ensure that there is no query at the final assessment. The Practice Educator should sign off on the hours recorded on a weekly basis. Details relating to leave (if any) and public holidays should also be recorded on page 2.

*Submission of Assessment Form:*

The assessment form must be posted to the Practice Education Coordinator **within 5 working days** of completion of the placement. Medical Certificates (if any) and "Use of Study Time" Records should be included (where relevant).

*If you require further information regarding the completion and/or submission of the Practice Education Assessment Forms please refer to the Practice Education Handbook and/or contact persons listed below:*

Claire Gleeson, M.Sc., PG. Cert, AdvCertEd., B.Sc. (Cur. Occ.).
Practice Education Coordinator
Discipline of Occupational Therapy
Trinity Centre for Health Sciences
St James's Hospital, James's Street, D08 W9RT
Dublin 8, Ireland.
Email - clgleeso@tcd.ie or otpracticeed@tcd.ie
Tel – 01 8963212 and 087 936 9069
Website http://www.tcd.ie/medicine/occupational-therapy/

Lorna O'Shea
Regional Placement Facilitator
Discipline of Occupational Therapy
Trinity Centre for Health Sciences
St James's Hospital, James's Street, D08 W9RT
Dublin 8, Ireland.
Email - rowelo@tcd.ie or otpracticeed@tcd.ie
Tel – 01 8963212 and 087 936 9069
Website http://www.tcd.ie/medicine/occupational-therapy/

## Appendix 10: Supervision Form

**Trinity College Dublin**
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The University of Dublin

## Occupational Therapy Practice Education Weekly Supervision Form

| Student name: | | Practice educator name: | |
|---|---|---|---|
| Academic year: | | Date of supervision: | |
| Placement site: | | Practice education week | |

## Agenda

**(Student & Practice educator to complete prior to supervision)**

| Student Agenda | Practice Educator Agenda |
|---|---|
| | |

| | Student | Practice educator |
|---|---|---|
| What went well this week? Progress & strengths identified | | |
| What was challenging? (How did you deal with this situation) | | |
| Main competencies that require development (Please refer to the competency assessment form) | | |

| | | |
|---|---|---|
| What needs to be done to assist competency development? | | |
| What resources can I use to assist competency development? | | |

## Main points from discussion

|  |
|---|
|  |

## Agreed learning objectives and strategies/resources for the coming week

|  |
|---|
|  |

**Further comments**

| Student | Practice educator |
|---------|-------------------|
|         |                   |

**Student signature:** _____

**Practice educator signature:** _____

**Date of next supervision/review date:** _____

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## Formal Reflective Presentation Guidelines

- All students must present one in-depth reflection on 1 KEY learning experience that occurred over the course of the placement. A KEY learning experience = any experience which resulted in significant learning which will impact on future professional practice.
- The students will be required to utilise a reflective model to explain their learning.
- This formal presentation will be conducted by each student at their final Return Day (following the completion of their placement).
- Peer feedback will be provided by fellow classmates and a member of the Practice Education Team and this feedback should be based on the rubric displayed below.

*Key questions to consider before, during and after your reflection:*

- Is it clear why you choose to reflect on this specific experience? Is there evidence of key learning that relates to your competency development? If so, consider what aspect of competency development does this key learning relate to?
- Is there adequate description/information relating to the context in question to support this reflection?
- Do you effectively explore your emotions and/or your assumptions and acknowledge the impact of same on your actions?
- Have you made all key insights, skills, knowledge etc. that you have elicited from this experience clear to the reader?
- Is the key learning that you identify throughout this reflection linked and developed throughout the reflection? It is important that the key learnings summarised in the final sections relate to the learning identified in the earlier sections of the reflection.
- Do you have a clear and explicit action plan to support future learning? Your goals should be SMART (Specific; Measurable; Achievable; Relevant; Timely) and learning activities to support the attainment of these goals should be included.

| | **Rubric for Placement Reflection** | | | |
|---|---|---|---|---|
| **Learning Outcome (Criterion)** | **Level 1: Habitual Action (non-reflective)** *Superficial description writing approach without reflection or introspection* | **Level 2: Thoughtful Action or Introspection** *Elaborated descriptive writing approach and impressions without reflection* | **Level 3: Reflection** *Movement beyond reporting or descriptive writing to reflecting i.e attempt to understand, question, or analyse the event* | **Level 4: Critical Reflection** *Exploration and critique of assumptions, values, beliefs and/or biases, and the consequence of action (present and future)* |
| **Description of the event/s, appropriateness of choice (25%)** | Description is at a very superficial level. Poor choice of event with no scope for reflection and exploration of feelings. | Limited description and poor choice of event/s. Limited scope for reflection and exploration of feelings. | Adequate description and choice of event/s. Allows for some reflections and exploration of feelings. | Good description and choice of event/s. Allows for comprehensive reflection and exploration of feelings. |
| **Analysis and Meaning Making (25%)** | No attempt at analysis or meaning making. | Little or unclear analysis or meaning making. | Some analysis and mean making. | Comprehensive analysis and meaning making. |
| **Attending to Emotions and Lessons learnt (25%)** | Little or no recognition or attention to emotions. | Recognises but does not explore or attend to emotions. | Recognises, explores and attends to emotions | Recognises, explores and attends to emotions and gains emotional insight |
| **Changing Attitudes and Application for future practice (25%)** | No appreciation for future application. | Brief mention of potential to change future practice. | Clear identification of changed attitudes and potential practice. | High level of recognition to changing attitudes and recognition of consequences of action and application to future practice. |

**Comments:**

1. **Overall rating:**

2. **Strengths:**

3. **Limitations/Areas for consideration (for future work):**

This rubric is based on the following literature:

1. Nichol, D.J. & MacFarlane-Dick, D. (2006) Formative Assessment and Self-Regulated Learning: A model and seven principles of good feedback practice, Studies in Higher Education, 31(2), 199-218.

2. Wald, H., Borkan, J., Taylor, J.S., Anthony, D., & Reis, S. (2012) Fostering and evaluating reflective capacity in medical education: developing the REFLECT rubric for assessing reflective writing. *Academic Medicine*, 87, 41-50.
3. Winstone, N.E, Nash, R.A, Rowntree, J. & Menezes, R. (2016) What do students want most from written feedback information? Distinguishing necessities from luxuries using a budgeting methodology. *Assessment & Evaluation in Higher Education*, 41(8), 1237-1253.

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**Appendix 12: Learning Contract Template/Personal Development Plan**

Learning Contract/Professional Development Plan

**Week: _____     Date: _____**

| Learning Need (What I need to learn more about – can be knowledge, skills or competency area) | Learning Objective (Identify specific area to work on to meet your learning need) | Learning Activity (Outline what you will do in order to achieve the learning objective, include evidence to demonstrate how you achieve the objective) | Competency Area & Number (List competency number from assessment form) | Timescale (When you intend to have completed this piece of learning) |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Student signature: _____**

**Practice Educator signature: _____**

**Appendix 13: Occupational Therapy Practice Education Placement Induction Checklist**

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## Occupational Therapy Practice Placement Induction Checklist

**Why do students need an induction period before placement begins (or at the beginning of placement)?**

The student's placement induction and/or pre-placement visit is their first introduction to you, your colleagues, and your agency. The induction on this visit or day provides dedicated time to ensure students and practice educators have access to the information they need before placement begins and helps students and practice educators to prepare fully for the placement ahead. It also allows time and space to welcome the student, develop their sense of belonging to your team and your agency, and help them to 'settle in' to their placement.

The checklist below provides a guideline for including and addressing common themes of the induction process. It has been informed by the CORU's 'Criteria and Standards of Proficiency for Education and Training[1]', QQI's Statutory Quality Assurance Guidelines[2] and HSE's 'Induction Guidelines and Checklists'[3]. The purpose of this checklist is to ensure that sufficient preparation and induction is completed by both the student and the Practice Educator prior to or at the beginning of this placement.

**Preparing for the induction:**

- Decide on the date and time for the pre-placement visit and/or induction period
- Book a room/space for the 1st induction meeting
- Contact the student to confirm the start time, to tell them where to report to, and to provide any other relevant information that may be required in advance of their arrival on site

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[1] CORU. (2018). *Criteria and Standards of Proficiency for Education and Training*. Available from: < https://www.coru.ie/files-codes-of-conduct/otrb-code-of-professional-conduct-and-ethics-for-occupational-therapists.pdf>

[2] QQI. (2016). *Statutory Quality Assurance Guidelines developed by QQI for use by all Providers*. Available from: https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf

[3] HSE. (2018). *Induction Guidelines and Checklists.* Available from: *https://www.hse.ie/eng/staff/resources/employee-resource-pack/hse-induction-guidelines-checklists.pdf*

- Read the student's Curriculum Vitae and Letter of Introduction
- Print out this induction checklist
- Print out a copy of relevant policies, guidelines or protocols of your agency for the student, where appropriate
- Inform close colleagues and reception staff that the student will be arriving for the pre-placement visit or induction, where appropriate

| | Theme | Completed in College prior to placement | Information specific to the placement site | Student Declaration | Student Initials |
|---|---|---|---|---|---|
| ☐ | **Garda Vetting / Child Protection** | Students complete Garda Vetting prior to registration into the course. Trinity Academic Registry provides a Garda Clearance Certificate to each student, which they should share with you prior to commencing the placement.<br><br>Students complete the following training in 1st year: An Introduction to Children First (HSEland) | Does the agency require students to complete additional Garda Clearance? | I confirm I have complied with the Garda Vetting procedure prior to registration and have not endangered my status in the interim.<br><br>I will report any concerns in relation to the protection and welfare of children to my practice educator(s) immediately. | |
| ☐ | **Professional Conduct and Ethical Practice** | Students complete a module on Practice Education that includes a specific focus on CORU Code of Professional Conduct and Ethics for Occupational Therapists and AOTI Code of Ethics and Professional Conduct for Occupational Therapists. | Are there specific policies, guidelines, and/or procedures from your agency in relation to professional conduct or ethical decision-making that the student should be aware of? | I confirm I have read and understand the Code of Professional Conduct & Ethics for Occupational Therapists (CORU, 2019; www.coru.ie) and the AOTI Code of Ethics and Professional Conduct (AOTI; www.AOTI.ie) and that I will behave in accordance with these during all my practice education related work. I agree to show commitment to clients and to | |

| | | | | |
|---|---|---|---|---|
| | | | the host agency during this practice education placement. | |
| ☐ | **Health and Safety** | Students return proof from their registered GP or TCD College Health that they are not currently infected with Hepatitis B or Hepatitis C. Students also show proof they have been vaccinated for Pulmonary Tuberculosis (TB), Chickenpox, Measles, Mumps and Rubella.<br><br>Students complete the following training in 1$^{st}$ year: Professional Development Module on Moving and Handling (uncertified)<br><br>Students complete the following training in 2$^{nd}$ year: Basic Life Support (certified) (Year 2).<br><br>Students complete the following training *each academic year*: Infection Prevention and Control (HSEland). | <span style="color:red">Are there specific policies, guidelines, and/or procedures from your agency in relation to health and safety that the student should be aware of?</span> | I will comply with the standard precautions and national guidelines for best practice in health and safety and prevention and control of healthcare associated infections.<br><br>I will comply with the agency's specific health and safety procedures and other guidelines and procedures as explained to me by the practice educator(s).<br><br>I will report any accident that occurs in the placement context or on its premises to my practice educator(s) immediately and follow the local accident reporting procedures. | |
| ☐ | **Confidentiality, Data Protection, and Record Keeping** | Students complete a module on Practice Education that includes a specific focus on data protection and legal and professional guidelines for record keeping. | <span style="color:red">Are there specific policies, guidelines, and/or procedures from your agency in relation to confidentiality and record keeping that the student should be aware of?</span> | I will conform to legal and professional guidelines and to the host agency procedures in record keeping and the maintenance of client files. I will not remove files or any other confidential material from the practice education setting. | |

| | | | | | |
|---|---|---|---|---|---|
| ☐ | | Students complete the following training in 1st year: Fundamentals of GDPR (HSEland)<br><br>Students complete the following training in 1st year: Cyber Security Awareness Training (HSEland)<br><br>Students complete the following training in 2nd year: Communication (HSEland). | | I will maintain client, service, practice educator and peer confidentiality at all times. | |
| ☐ | **Sickness/ Absences** | Procedure set by College: in the event of a medical or other emergency situation necessitating unexpected absence student to give adequate notice to the PEC and to the relevant practice educator if a planned absence is necessary.<br><br>Student will also inform PEC and Practice Educator ASAP if they have to be unexpectedly absent due to illness or some other event (before start time of placement).<br><br>If student needs to take more than two days sick leave during placement they will need to submit a medical certificate and inform the | Are there specific policies, guidelines, and/or procedures from your agency in relation to absences that the student should be aware of?<br><br>Is the student aware of who to contact, and by what means, in the event of an absence from placement?<br><br>Has the student provided their next of kin details on their pre-placement visit or on first day of placement? | I agree to follow the procedure set by College in the event of a medical or other emergency situation necessitating absence.<br><br>I agree to inform my practice educator(s), where relevant, of any condition, medical or otherwise, which may affect my clinical work.<br><br>I have provided the practice educator(s) with my next of kin contact details on my pre-placement profile. | |

| | | | | | |
|---|---|---|---|---|---|
| | | PEC and the practice educator of their expected return date. | | | |
| ☐ | **Insurance** | College's insurance policy provides indemnity in respect of liability arising out of and in connection with student placements in healthcare institutions and other enterprises. The Practice Education Coordinator will forward a copy of the Insurance policy to each Practice Educator in advance of the placement commencing. | Are there specific policies, guidelines, and/or procedures from your agency in relation to insurance that the student should be aware of? | NA | |
| ☐ | **Orientation to the placement site** | Key information provided to student on the service location, client group, facilities and other practicalities. | Has the student been provided with information specific to your agency? (e.g. client groups; MDT members; service delivery model; working hours; lunch times; dress code; facilities; common assessments/ resources used; reading lists; IT access; clinic rooms; IDs, door codes/swipes; photocopier etc.) | I confirm that I have been provided with information specific to this placement setting and will use facilities as directed by my practice educator(s). | |
| ☐ | **Learning Contract/Personal Development Plan** | Students complete the following exercises to help them prepare for their personal learning on placement:<br>• Attend Practice Education Modules | - Is the student aware of the timetable and focus for the placement?<br>- Is the student aware of when documents are to be submitted and when they | I agree to read all Practice Education Resources and utilise same on placement.<br><br>I agree to read to discuss my personal strengths and areas for growth with the practice educator. | |

4

| | | | |
|---|---|---|---|
| | • Review past Assessment Forms<br>• Review Assessment Forma and Timelines and Expectations Document for the placement<br>• Curriculum Vitae outlining all other placement experiences<br>• Letter of Introduction<br>• Revise leaning contract/personal development plan format and start to consider learning goals<br>• Review personal strengths and areas for growth<br>• Revise relevant practice knowledge and theory | will receive feedback on these?<br>- Has a schedule and method of daily/weekly feedback been agreed, including dates for mid- and end- of placement review?<br>- Has student and PE shared feedback preferences? | I agree to prepare, organise and implement practice-based work as directed by the practice educator(s) and specifically by the practice educator who retains responsibility for the client.<br><br>I agree to act in accordance with CORU's Code of Professional Conduct and Ethics for Occupational Therapists. |

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**I confirm I have read, understood, and agree to adhere to the terms and conditions of my practice education placement as outlined above.**

Signed: _____   Printed Name: _____   Date: _____

*(Student)*

Signed: _____     Printed Name: _____     Date: _____

*(Practice Educator)*

_____

*(Agency name)*

**Practice Educator:**      Please keep a signed copy of this Induction Checklist until the placement is completed. You can return it with the student evaluation forms at the end of placement. Thank you.

                         You may wish to review points from this Induction Checklist at the mid-placement review, if relevant.

**Student:**      Please keep a signed copy of this Induction Checklist for your CPD portfolio.

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Student Pre-Placement Administrative Checklist

| Task | Completed | Comment |
|---|---|---|
| Send CV and introductory email (include Garda Vetting) to assigned Practice Educat **within 1 week of receiving allocation.** | | |
| Complete pre-readings for the placement. | | |
| Review the CORU & AOTI Codes of Professional Conduct and Ethics. | | |
| Ensure mandatory training is complete and up to date. | | |
| Review the Practice Education Handbook. | | |
| Review previous assessment form and upcoming assessment form. | | |
| Develop a draft learning contract/personal development plan. | | |
| Complete pre-placement site visit. | | |
| Complete and sign off on placement induction checklist in collaboration with PE (at site visit or during induction period). | | |

## Appendix 15: Practice Educator Pre-Placement Administrative Checklist

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

## Practice Educator Pre-Placement Administrative Checklist

| Task | Completed Yes or No | Comments |
| --- | --- | --- |
| Student details and relevant Practice Education information/resources received from PEC/RPF | | |
| Student CV received and reviewed | | |
| Insurance documentation received from PEC and Garda Vetting documentation received from student | | |
| Pre-reading provided to student | | |
| Week 1-2 timetable commenced | | |
| Student booked on to any site specific mandatory training | | |
| Student orientation/induction folder updated if necessary | | |
| Practice Education Handbook reviewed and time spent familiarising self with Practice Education resources | | |
| Placement induction checklist reviewed and printed for completion with student (during site visit or induction period) | | |
| Student caseload and objectives brainstormed/planned. | | |
| Where possible, site visit arranged and completed | | |
| First day protocol agreed | | |

## Appendix 16: Student Post Placement Administrative Checklist

**Trinity College Dublin**
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The University of Dublin

Student Post Placement Administrative Checklist

| Task | Completed | Comments |
|------|-----------|----------|
| Request copy of assessment form from Practice Educator | | |
| Update CPD portfolio as necessary – ensure to include placement supervision records, learning contract, copy of assessment form, placement related reflections etc. | | |
| Dispose of any confidential patient relating information on the final date of placement | | |
| Complete and present Formal Reflective presentation (during final review day) | | |
| Submit online student feedback forms. | | |

## Appendix 17: Practice Educator Post Placement Administrative Checklist

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

## Practice Educator Post Placement Administrative Checklist

| Task | Completed | Comments |
|---|---|---|
| Complete final assessment form. If retaining copy of same please ensure to obtain student formal/written consent. | | |
| Complete Practice Educator Feedback form | | |
| Send original copy of final assessment form and feedback form to PEC/RPF via post. Information relating to study time and absences (if any) should also be sent with assessment form, as well as a copy of the Induction Checklist (completed on day 1 of placement). | | |
| Ensure that student has taken all supervision records for his/her CPD portfolio. No copies to be kept by Practice Educator (unless required by local site). | | |
| Dispose of any confidential student relating information on the final date of placement. | | |
| Update CPD portfolio using Practice Educator CPD record | | |

3

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# Trinity College Dublin Occupational Therapy Placement Offer Form

In line with CORU Criteria for Education and Training Programmes, all Practice Educators/placement sites offering a placement to Trinity College Occupational Therapy students must now complete each of the following sections of this form to demonstrate compliance with quality assurance in Practice Education. If you have any queries regarding the completion of this form please contact Claire Gleeson; Practice Education Coordinator via email at clgleeso@tcd.ie or Lorna O'Shea; Regional Placement Facilitator via email at rowelo@tcd.ie or Catherine Healy, Acting Practice Education Coordinator via email at healyc12@tcd.ie

1.Name:

2.CORU registration number:

3.Placement site name:

4.Work contact details (including email and phone number):

5.In agreeing to take a student/s on placement, I confirm that the following requirements are met: I have more than 1 years' work experience as an occupational therapist. If this placement is shared with another educator, agreements are in place regarding how the split of work tasks will be shared and these will be communicated to the student during orientation. If you are taking annual leave, supervision cover for the student has been organised for your absence.

○ Yes

○

6.Please confirm that you have completed Practice Educator Training in the last 5 years. *If no, please confirm that you are confident that you have sufficient knowledge and skill set to facilitate a student placement and where

necessary that you will contact a member of the Practice Education Team prior to or during the placement to ascertain queries and/or request support.

○ Yes

○ No

○

[          ]

7.Clinical area of practice within which placement is being offered:

○ Acute General Hospital

○ Primary Care Community

○ Paediatric Early Intervention

○ Paediatric School Aged

○ Mental Health Acute

○ Mental Health Community

○ Child and Adolescent Mental Health

○ Mental Health Older Adults

○ Forensic Mental Health

○ Adult Rehabilitation

○ Older Persons Rehabilitation Hospital

○ Community Adult Disabilities

○ Palliative Care

○

[          ]

8.Placement Offer Indication:

○ 1st year/junior fresh

○ 2nd year/senior fresh

○ 3rd year/junior sophister

○ 4th year/senior sophister

9.Type of Placement being offered:

○ 1:1

○ 2:1

○ 1:2

○ Project Placement

○ Role Emerging

○

[ ]

10.Please confirm your agreement and commitment to each of the following quality statements: 1. Adequate pre-placement information and reading is readily available for the student 2. Student orientation and induction processes have been established and resources are available to support same 3. Sufficient facilities and resources are available for the student 4. Sufficient pre-reading and preparation will be completed by the Practice Educator in advance of the student start date. 5. The roles of the student and the Practice Educator will be negotiated so that both parties have a clear understanding of their needs and expectations 6. The Practice Educator will negotiate and review a learning contract with the student that was operational throughout the placement 7. The Practice Educator will provide regular feedback to the student on his/her progression towards the attainment of his/her competencies 8. Weekly supervision will be made available in accordance with Trinity Supervision Protocol and resources 9. Student self-evaluation will be an integral/valued component of the supervision sessions (formal and informal) 10. Sufficient learning opportunities a will be made available for the student to demonstrate competency (assessed on Assessment Form) over the course of his/her placement 11. An effective and non-threatening teaching relationship will be established and maintained throughout the course of the placement 12. The Practice Educator will facilitate reasonable accommodations/additional support when/as required 13. The Practice Educator will comply with the provision of adequate study hours in line with Trinity College protocols 14. The Practice Educator will make contact with the university based Practice Education Team in a timely and appropriate manner to address queries and concerns before, during and after the placement (as required) 15. The Practice Educator will complete and sign a half-way report and the final report to a satisfactory level

○ Yes

11.Please indicate whether you wish to be placed on the Trinity College Practice Education Contact Database and receive emails for upcoming placements, training events and workshops, publications of interest and newsletters.

○ Yes

○ No

○

[ ]

12.In line with the CORU Code of Professional Conduct and Ethics for Occupational Therapists please confirm that you will maintain high standards of personal conduct and behavior in your facilitation of this student placement. You understand your roles and responsibilities as a Practice Educator as outlined in the Trinity College Dublin Practice Education Handbook. You will respect the rights and dignity of the student and will demonstrate ethical awareness at all stages of this placement.

○ Yes

13.I provide my consent for this information to be provided to CORU if requested

○ Yes

○ No

14.Please enter name and date here as your signature

[ ]

15.I declare that I have read and understood the information in the document entitled: 'Information for Occupational Therapy Practice Education Sites facilitating student placements during the COVID-19 Pandemic'. and I agree to abide and comply with the advice and requirements set out in this document and with all national and local policies and procedures relating to the COVID-19 Pandemic whilst supporting this student placement. *To demonstrate your agreement with the above, please enter your name and date in which you completed this form in the comment box below.

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## Student Quality Review Form - Practice Education Placements

1.Name of Student

2.Name of Practice Educator/s

3.Name of placement site

4.Quality indicator 1: Were you provided with adequate pre-placement information and reading?

○  Indicator met to high standard
○  Indicator met
○  Indicator not met
○  Not applicable or Not sure

5.Quality indicator 2: Was there an adequate orientation and induction process?

○  Indicator met to high standard
○  Indicator met
○  Indicator not met
○  Not applicable or Not sure

6.Quality indicator 3: Were the facilities and resources made available to you satisfactory?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

7.Quality indicator 4: Was your Practice Educator familiar with the Trinity College Practice Education protocols and resources?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

8.Quality indicator 5: Did your Practice Educator practice in line with the AOTI and CORU guidelines and recommendations?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

9.Quality indicator 6: Were the roles of the student and the Practice Educator negotiated so that both parties had a clear understanding of their needs and expectations?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

10.Quality indicator 7: Did your Practice Educator negotiate and review a learning contract with you that was operational throughout the placement?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

11.Quality indicator 8: Did your Practice Educator provide regular feedback to you on your progression towards the attainment of your competencies?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

12.Quality indicator 9: Did your Practice Educator provide weekly supervision in accordance with Trinity College Supervision protocol and resources?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

13.Quality indicator 10: Was self-evaluation by the student an integral/valued component of your supervision sessions (formal and informal)?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

14.Quality indicator 11: Did your Practice Educator provide adequate learning opportunities for you to practice within your abilities in the practice context?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

15.Quality indicator 12: Was an effective and non-threatening teaching relationship established that was collegial and respectful to both you and your Practice Educator?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

16.Quality indicator 13: Did you Practice Educator facilitate reasonable accommodations/additional support if applicable?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

17.Quality indicator 14: Did your Practice Educator comply with the provision of adequate study hours in line with Trinity College protocols?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

18.Quality indicator 15: Did your Practice Educator make contact with the university-based Practice Education Team in a timely and appropriate manner to address queries and concerns?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

19.Quality indicator 16: Were you and your Practice Educator supported in effectively accessing quality support from the university-based Practice Education Team as and when required?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

20.Quality indicator 17: Did your Practice Educator complete and sign a half-way report and the final report?

○ Indicator met to high standard

○ Indicator met

○ Indicator not met

○ Not applicable or Not sure

21. Overall how would you rate this placement?

○ Excellent

○ Very Good

○ Good

○ Fair

○ Poor

22. Please explain your rationale for this rating.

☐

23. Please comment on the most positive aspects of this placement.

☐

24. Please comment on areas of this placement requiring development.

☐

25. Please provide additional comments on any of the quality indicators highlighted above (as required).

☐

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# Practice Educator Placement Feedback Form

The Practice Education Team (PET) would appreciate if you would take the time to complete this form. Your input is very important to the future development of Practice Education in Trinity. The purpose of this form is to assist in evaluating the development of practice education placements in an effort to ensure high quality placement experiences for all stakeholders. The Practice Educator Coordinator (PEC) and Regional Placement Facilitator (RPF) will collect this data and review accordingly and confidentially. All of the feedback obtained will be summarized and categorized. The results of this feedback may also be used for further feedback to other sources such as CORU and AOTI in order to inform the development of Practice Education. NB: Please be advised that the information provided on this form is for evaluation purposes only and personal details will not be used when providing feedback.

1.Dates of Placement:

☐

2.Student year:

○ 1st year/junior fresh
○ 2nd year/senior fresh
○ 3rd year/junior sophister
○ 4th year/senior sophister

3.Do you feel satisfied that the University prepared the student adequately for the placement?

○ Yes
○ No
○
☐

4.Are you satisfied with the student's correspondence prior to the placement?

○ Yes

○ No

○

[ ]

5.Did you find the Practice Education handbook helpful?

○ Yes

○ No

○

[ ]

6.Please comment on the student's knowledge, skills and attitude relative to stage of training.

[ ]

7.Please comment on the University's paperwork used for placement and provide any comments/suggestions on same?

[ ]

8.Did you find the halfway visit/phone call helpful? (if applicable)

○ Yes

○ No

○

[ ]

9.Do you feel the level of support provided by the University is adequate?

○ Yes

○ No

○

[ ]

10.Please provide additional suggestions or comments you may have.

[ ]

**Appendix 21: Clinical Observation Aid**

## Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

## Clinical Observation Aid (COA)

| What was aim of session/ intervention? |
|---|
| |

| What preparation was needed for this session (in relation to the Occupational Therapist?) |
|---|
| |

| Did the Occupational Therapist adapt his/her communication style depending on who he/she was liaising with? If so, please describe. |
|---|
| |

| How did the Occupational Therapist deal with any unexpected events during the session? i.e. service-user becoming anxious or unwell, dealing with an unexpected piece of information |
|---|
| |

| What were the three most important pieces of information (observed or heard) gathered during the session? <ul><li>*Person  (physical; sensory; cognitive; psychological; spiritual)*</li><li>*Environment (enablers; barriers; type of equipment used)*</li><li>*Occupation (category of occupation; activity analysis; activity grading)*</li></ul> |
|---|
| |

| What Model(s) and Frame(s) of Reference might have guided this Occupational Therapy session? |
|---|
| |

| What are the main outcomes of this session and how do they inform the OT plan? |
|---|
| |

| What was the key thing you learnt from this session? How will you raise this learning or outstanding questions at your next supervision session? |
|---|
| |

## Appendix 22: Placement Planning Document

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

### Placement Planning Document

The purpose of this document is to assist practice educators in placement planning. Ideally, this form should be completed prior to the student starting placement.

Should the practice educator be scheduled to take leave or is faced with unexpected leave during the course of the student's placement it is important that alternative arrangements are put in place. We recommend that a "stand-by PE" is allocated to each student but if this is not possible please document in the "arrangements/comments" section what the arrangements will be for the student during your absence.

| | |
|---|---|
| **Name of student** | |
| **Placement level** | |
| **Length of placement** | |
| **Name of PE** | |
| **Name of stand-by PE (if applicable)** | |

| Type of leave Dates Arrangements | Comments |
|---|---|
| **Annual leave** | |
| **Study/course commitments** | |
| **Maternity leave** | |

*Please feel free to add to this document as required.

Date of completion: _____

Practice educator's signature: _____

## Appendix 23: Student Practice Education Declaration Form

**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Occupational Therapy Practice Education Placement: Student Declaration Form

**Date:**

**Student Name (Block Capitals):**

**Student Number:**

| Topic | Signature |
|---|---|
| I understand that due to the geographical dispersal of practice education placement sites throughout the Republic of Ireland and the importance of achieving a diverse practice education experience (in line with the World Federation of Occupational Therapists Minimum Standards for Practice Education and CORU regulatory requirements), I may have to undertake a placement that involves **significant daily travel and/or relocation to temporary accommodation** for the duration of same. | |
| I am aware that there is **no provision** by the Discipline of Occupational Therapy for **travel or accommodation expenses** incurred during the placement. I understand that it is my responsibility to arrange suitable travel and accommodation for the duration of the placement. | |
| I have been made aware that it is my responsibility to inform the Practice Education Coordinator of any exceptional circumstances that may impact on my practice education placements. I understand that I must make these circumstances known in writing, at least **three months prior to the placement commencement date**. I understand that while the Discipline of Occupational Therapy will accommodate these circumstances where possible, there is no guarantee I will be allocated a placement in my desired location. | |
| I am aware that, for each placement that I am allocated that it is my responsibility to **forward one copy of my approved Garda Vetting form, a copy of my Curriculum Vitae (giving specific details of past placements), a cover letter to my assigned Practice Educator and any additional requirements as per the request of the placement site or the Practice Education Team** and must communicate same in a timely and professional manner. | |

| | |
|---|---|
| I understand that I will need to **provide feedback** on all placements to the Practice Education Coordinator and that this information may be used for research and quality assurance/monitoring/improvement purposes. | |
| I understand that I must attend all lectures in the Practice Education Modules and must **complete all mandatory** work related to same (e.g. Reflective Reports, On-line courses, feedback questionnaires). | |
| I agree to **advise the Practice Education Coordinator of any absence** from placement. | |
| I will **abide by all rules and regulations** associated with Practice Education as outlined in the Practice Education Handbook and any other documents associated with placement. | |
| I will identify if I have use of a car for the purpose of Practice Education and if the car is used during the placement, I will appropriately insure the car in line with protocol 33 outlined in the Practice Education Handbook. | |

## Appendix 24: Consent Form for Retention of Copy of Student Practice Education Assessment Form

**Trinity College Dublin**
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The University of Dublin

### Consent Form for Retention of Copy of Student Practice Education Assessment Form

I......................................................................................................... (Print name)
Occupational Therapy Student at Trinity College Dublin hereby fully and freely consent to my assessment form for my placement being held by the Occupational Therapy Manager / Educator/ Tutor.

Name of Manager / Educator/ Tutor.

………………………………………………

I understand and acknowledge that the form will be accessed by (Name of Manager / Educator/ Tutor)

…………………………………………………………… only and will not be accessed by anyone else without my written consent.  I understand that the form will be accessed for the sole purpose of providing a reference for me should this be requested on my behalf.  I understand that this form will be held for a period of five years, will be stored in a secure locked cabinet at all times and that access to it will be restricted to those named above.

I note that I may withdraw my consent at any stage and that the purposes of holding my assessment and the reasons for accessing it in the future have been explained to me by

………………………………………………………………….. and that I have been given an opportunity to discuss this with him/her.

I ……………………………………………………………………. do not wish my assessment form to be kept on file.  I understand that I if I do not agree that a copy of my assessment form is retained the Occupational Therapy Manager / Educator/ Tutor of this service they will be unable to provide a reference if requested on my behalf due to lack of information.

**Signed:** _____     **Date:** _____

WITNESS to signature of student and to fact that he/she has read the document and freely given his/her consent:

**Signed:** _____     **Date:** _____

(Witness **must not** be the person who will have access to the file).
**Please return the original copy of this form to the University.**

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**Appendix 25: Struggling Student Pathway (including 'Concerns Management Tool' and 'Failing Student Indicators')**

Trinity College Dublin
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The University of Dublin

# Discipline of Occupational Therapy

# Practice Education

# Struggling Student Pathway

## Overview

This struggling student pathway has been designed as a suggested framework to use with students who are perceived to be struggling on placement. The pathway is intended to assist practice educators with their management of students who are struggling to achieve competency at any point during the placement.

It is intended that this pathway will be used in tandem with the standard teaching and learning supports provided to students and practice educators by the university-based Practice Education Team (PET).

Students and practice educators at clinical sites where a Practice Tutor (PT) is available will be supported by the PT to assist with the implementation of this pathway.

Students and practice educators at practice education sites where there is no PT available will be supported by either the Practice Education Co-ordinator (PEC) or the Regional Placement Facilitator (RPF) to assist with the implementation of this pathway.

Students and practice educators should also be reminded that in addition to the university-based PET there are other support services available to students throughout the course of the placement (e.g. College Tutor Service, Counselling Service, Disability Service and Health Service).

# Pathway

**1. Identify & Validate**

- Refer to competency based assessment form to identify specific area/s of concern. Speak with PEC/RPF.
- Consider internal/external factors impacting on student's performance.
- Consider if your own teaching/learning style could be impacting on student's performance.
- Refer to "Timelines and Expectations" document (Appendix section).
- Consider exploring alternative opinions via other OT collegues and/or MDT members.

**2. Manage Concerns**

- Complete a concerns management form with support of PEC/RPF
- PEC/RPF will support with this
- Re-iterate all support systems available to student at this point (e.g.university-based PET, College Tutor Service, Counselling Service, Disability Service and Health Service).

**3. Implement Concerns Management Form**

- Implement action plan as agreed in concerns management form
- Allow one full week for the student to work on the action plan
- Provide prompt and direct feedback to the student on their progress on a consistent basis

**4. Review Concerns Management Form**

- Identify the goals from the action plan that were achieved
- Identify the goals from the action plan that were not achieved

If all of the goals that were defined in the action plan (as per concerns management form) have been **achieved**, then this pathway is now **complete**.

If any of the goals that were defined in the action plan (as per concerns management form) have **not been achieved** the student is now at a higher risk of achieving an overall **"not competent"** grade. At this point the practice educator needs to consider whether the student has progressed from a **struggling** to **failing** student.

This is a very difficult decision making process. The practice educator should/will be liaising closely with the university-based Practice Education Team for support with this. The following is a list of useful strategies/resources that can assist the practice educator at this stage of the pathway:

- Revert back to the strategies used during the validation process in step 1 to seek clarity and reassurance. This will involve re-referring to the competency based assessment form; the "timelines and expectations" documentation; consulting with other colleagues etc.
- Review supervision records/other documentation to provide an overview of the student's progress to date.

Refer to the "**Failing student – Indicators**". This is intended to provide the practice educator with examples of circumstances/incidents which can often be associated with "not competent" outcomes. It is a basic reference point for all practice educators requiring further guidance and/or support in their decision-making processes regarding students who are at risk of a "not competent" grade. While this may prove to be a useful resource to practice educators this resource should not be used in isolation. The university-based Practice Education Team must be involved in the decision-making process and there must be concrete and consistent evidence to support all concerns put forward by the practice educator. The Practice Education Coordinator and/or Regional Placement Facilitator will support and guide the practice educator and student through the pathway.

Please refer to the extended pathway; phase 2 in below, which provides guidance on how to proceed if all of the goals that were defined in the first action plan (as per concerns management form) are not achieved.

**5. Adapt/Devise Concerns Management Form**
- Review the goals that have not been achieved
- Re-set and prioritise SMART goals with the student and complete a second Concerns Management form
- Deadline for review of goals should be shortened: 4-5 days
- Start to formally record time attribtued to supervision/feedback (formal/informal)
- **If student is at a high risk of receivng a "not competent" grade this should be made clear to the student and PEC/RPF as soon as possible**

**6. Implement Adapted/devised Concerns Management Form**
- Implement updated concerns management form
- Provide prompt and direct feedback to the student on their progress on a consistent basis

**7.Review Concerns Management form**
- Review updated concerns management form with student
- If all of the goals defined in the updated concerns management form have been achieved this pathway is now complete and the risk of a not competent grade is greatly reduced - student and practice educator can revert back to standard teaching and learning supports
- If all of the goals defined in the updated concerns management form have not been achieved the student is most likely facing a "not competent" grade and this will need to managed accordingly (see below)

## How to Communicate and manage a "not competent" grade

Informing the student of a 'not competent' grade is extremely difficult and should be done in the most sensitive way possible. The practice educator must be well prepared for this discussion and he/she must be clear on the reasons for and evidence behind the "not competent" grade. The Practice Education Coordinator and/or the Regional Placement Facilitator should be present to support both the practice educator and the student. The environment in which this information is disclosed and discussed should be private and comfortable.

Both the student and the practice educator will be offered the opportunity to debrief with their Practice Tutor (PT) or Practice Education Co-ordinator (PEC) and/or Regional Placement Facilitator

(RPF) after the placement is finished. These debriefing sessions are a useful way of reflecting on the practice education experience, identifying and acknowledging new learning achieved during the practice education experience, and planning for new learning required prior to and/or during future practice education experience.

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The University of Dublin

## Discipline of Occupational Practice Education Team – Concerns Management Form

This form provides a record that a concern has been raised regarding the student's competency and that the management of such concern/s has commenced. The aim of this form is to assist the student and the practice educator in identifying and understanding the concern/s which have been raised and formulating a comprehensive action plan to address such concern/s. Concerns raised in this form can be of any nature and utilisation of this form does not automatically imply that the student will receive a "not competent" grade. It is a simple, assistive tool which is used by the student and practice educator in collaboration to ensure that all concerns regarding the student's competency are managed in the most appropriate and fairest way possible, as per the Struggling Student Pathway.

| Date of meeting: | |
|---|---|
| Student name: | |
| Academic year: | |
| Placement site: | |
| Practice Educator name: | |

**PART 1: SUMMARY OF CONCERNS (to be completed by practice educator and student):**

| **Competency area** in which the concern/s has been raised - please circle. | **Specific components of competency area** in which concern has been raised (as per assessment form) - please list. | **Examples –** please list concrete examples of behaviours/actions observed which support concern |
|---|---|---|
| **Occupation** | | |

| | | |
|---|---|---|
| **Communication** | | |
| **Occupational Therapy Process** | | |
| **Professional Behaviour** | | |
| **Professional Development** | | |

**PART 2: STUDENT**
POTENTIAL CAUSES of difficulties encountered?

_____
_____
_____
_____
_____

POTENTIAL STRATEGIES to address such difficulties?

_____
_____
_____
_____
_____

Other comments:

_____
_____
_____

**PART 3: PRACTICE EDUCATOR**
POTENTIAL CAUSES of difficulties encountered:

_____
_____
_____
_____
_____

POTENTIAL STRATEGIES to address such difficulties:

_____
_____
_____
_____
_____

Other comments:

_____
_____
_____

**PART 3: ACTION PLAN (to be completed by practice educator and student)**

| Competency Area and Concern identified | Short term goal (SMART) – relating to concern | Strategies/resources identified to target goal | Review date |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
|---|---|---|---|
|  |  |  |  |

**PART 4: REVIEW**

Both _____ (practice educator) and _____ (student) agree that a review of all of the above will be completed on _____ (date). Please note that if sufficient improvements have been made by the date specified above the student will revert back to standard teaching and learning supports. If sufficient improvements have not been made a meeting will be arranged with the Practice Educator Coordinator/Regional Placement Facilitator as promptly as possible to discuss further management of specific concerns.

**Practice educator signature: _____**

**Student signature: _____**

## "Failing Students – Indicators"

The following are some examples of circumstances/indicators/incidents which can often be associated with 'failing students' and "not competent" outcomes. Please note that this is not an exhaustive list.

- Consistent non-compliance with feedback provided by practice educator despite regular reinforcement and encouragement
- Consistent demonstration of lack of insight which impacts on student's personal and professional development
- Recurrent feedback of a negative nature from other Occupational Therapy staff and/or members of the Multidisciplinary team regarding the student's behaviour and/or actions in a professional context
- Student's support requirements encroaching on Practice Educator's clinical and personal commitments on a consistent basis.
- Constant supervision required during all patient contact despite expectations of enhanced performance according to the "Timelines and Expectations" document. This level of supervision may be required due to well-founded concerns regarding:
  3. The student's interactions with and/or handling of patients and/or

4. The reliability of the student's observational/evaluation skills
- The occurrence of one or more <u>critical incidents</u> (\*see definition below) despite prompt and direct feedback following each incident

<u>\*Critical incident:</u>
A critical incident is defined as "any action or decision that has an ethical, legal and/or safety implication for patients, staff or visitors to a service.

While this may prove to be a useful resource to practice educators this resource should not be used in isolation and/or without concrete and consistent evidence to support your concerns.

The circumstances/incidents listed above are examples only. Should similar circumstance/incidents be apparent in the case of a struggling student this does not automatically imply that he/she should receive a "not competent" grade. Each case is highly individual and should be managed on a case-by-case basis with the ongoing support of the Practice Education Team. The decision making regarding a "not competent" grade is highly complex and all support networks available to the practice educator should be utilised.

## Appendix 26: Halfway Visit Summary

**Trinity College Dublin**
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Discipline of Occupational Therapy Practice Education Team

Half-Way Visit Summary

| | |
|---|---|
| **Date of meeting:** | |
| **Practice Education Coordinator/Regional Placement Facilitator name:** | |
| **Student name:** | |
| **Academic year:** | |
| **Placement site:** | |
| **Practice educator name:** | |

**Input from Student:**

**Input from Educator:**

**Advice provided by RPF/PEC (if applicable):**

**Summary/Actions to be undertaken:**

**Signature of PEC/RPF:_____**

# Appendix 27: GDPR Protocol for PLENs reports

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**GDPR protocol for the distribution of PLENS reports to placement providers**

Please note the following guidelines and recommendations from Trinity College regarding the purpose of PLENS reports and their distribution to placement providers to ensure compliance with the General Data Protection Regulation ("**GDPR**").

**Placement Learning Education Needs Summary (PLENS)**

The central element of placement planning is a process of communication and information sharing. This process plays a key role in ensuring that students and staff in the placement are confident and enabled to:

- Clearly define learning outcomes and core competencies expected of students on professional placements
- Participate and understand effective disclosure/confidentiality process
- Identify students' practice placement needs and their learning needs
- Provide and explain practice placement reasonable accommodations
- Maintain academic and professional standards
- Ensure the safety of students, staff and members of the public

The above mentioned reasons are the purposes for which we share PLENS reports with you.

For further information in relation to placement planning please see:
https://www.tcd.ie/disability/services/placement-planning.php

**Data Protection and Data Sharing Principles**

- **Consent and Information:** Students have given their consent to PLENS reports and other personal data being shared with placements providers. The sharing of PLENS reports is necessary to achieve the purposes set out above. In the event that a student withdraws consent we will inform you as soon as possible and request return and deletion of such data.
- **Verification:** Only provide the information to those with a legitimate right to it and for the purposes of implementing Reasonable Accommodations. **When you receive a PLENS report, verify that the student is in your Placement Site and that you have not received a PLENS in error before further dissemination of information takes places.** If you have received a report in error please inform the person who has sent you the report and delete the report immediately.
- **Management of Data:** Ensure your GDPR procedures in your Placement Site include a section outlining how you manage disability data. Please ensure that you do not email unprotected lists of personal data in relation to students or PLENS reports.

- **Sharing within the Placement Site:** Set out a clear process for the dissemination of disability data and share it only with those in the Placement Site who will have a clear need to know or access this data.
- **Staff awareness:** Ensure all staff who have access to this disability data and PLENS reports have completed GDPR training and are aware of the confidential and sensitive nature of the personal information contained in PLENS reports.
- **Security:** Store all lists and PLENS reports securely in line with your organisations GDPR procedures and ensure that personal data is stored securely incorporation appropriate security measures.
- **Retention of Records:** The PLENS reports and all personal data of students should only be kept for so long as is necessary. When the personal data or PLENS report is no longer required please arrange for data to be returned and deleted.
- **Data Breaches:** A personal data breach means "*a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data*". In the event of a personal data breach please ensure to inform Trinity of any such breach **as soon as possible and in any event within 24 hours of such a breach whether an actual or potential breach**.
- **Data Subject Rights:** in the event that any complaint is made by a student in relation to proessing of their data or any request is made by a student to exercise any of their rights under GDPR please ensure to inform Trinity as soon as possible.

For further information please see:

https://www.tcd.ie/disability/teaching-info/gdpr.php

We would be grateful if you could arrange to sign this protocol to confirm that you will endeavour to implement the above data sharing and data protection principles and return a signed copy of this to us.

**Placement Provider: _____**

**Date: _____**

## Appendix 28: Guidelines for Developing CPD portfolio

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## Guidelines for Developing CPD portfolio

### What is CPD?

The process of learning and development which continues throughout a professional's working life.

### Student CPD

Each student is required to compile and maintain a practice education/continuous professional development portfolio. This portfolio should be a **systematic and organized collection of evidence** collected by the student to:

1. Monitor the development of their knowledge, skills and attitudes in practice education.
2. Monitor their progress towards attaining competence as entry-level practitioners throughout the four years of their course.
3. Promote a high quality of service delivery during practice education placements

It is the responsibility of each individual student to make decisions about the kinds of CPD activities that are relevant to their learning and development. The content of the CPD portfolio should reflect the student's placement allocations and his/her individual learning needs and where necessary the Practice Education Team will assist with ascertain queries.

The following sections are recommended to promote structure:

| Proposed sections | Comments |
|---|---|
| Background Information | • Curriculum Vitae<br>• Personal learning styles questionnaire<br>*Should be updated on a yearly basis |
| CPD in practice | Placement related documentation i.e learning contracts; assessment forms; supervision records; reflections relating to placements; case study presentations; project work etc.<br><br>Student can categorise the above information as follows: |

| | |
|---|---|
| | <ul><li>Junior Fresh Placement documentation</li><li>Senior Fresh Placement documentation</li><li>Junior Sophister Placement documentation</li><li>Senior Sophister Placement Documentation</li></ul>Use reflection template to complete reflections. |
| Mandatory training | The following COVID-19 related HSE Land e-learning courses must be completed prior to placement:<ul><li>AMRIC Basic for Infection Prevention and Control</li><li>AMRIC Hand Hygiene</li><li>AMRIC Standard and Transmission Based Precautions</li><li>Putting on and taking off PPE in the acute healthcare setting</li><li>Putting on and taking off PPE in the community healthcare setting</li><li>Cyber Security Awareness</li></ul>*Students are required to share these with their Practice Educator.<br><br>Students to also required to provide evidence of completion to their PE for: Professional Development Module on Moving and Handling (uncertified); Basic Life Support (certified) (Year 2). Communication (HSEland) (Year 2); and Fundamentals of GDPR (HSEland) (Year 2). Introduction to Children First (HSEland) |
| Courses, conferences and in-services | Attendance at courses, conferences and in-services provide good learning opportunities.  Activities in this area also include reflection on what type of learning has occurred and how this may impact on your practice.  Examples are:<br> • OT-specific conferences and courses (e.g. AOTI annual conference) |

| | |
|---|---|
| | • Multidisciplinary and subject-specific conferences (e.g. Stroke Study Day)<br>• Certified conferences, workshops or courses on practice, management or research<br>• Attendance at compulsory in-house training, (e.g. health & safety)<br>• Specialist lectures, workshops and demonstrations<br>• Designing and providing a course, in-service or a presentation at a conference |
| Evidence of Professional Membership | Learning and professional development associated with active involvement and participation in profession or practice-specific groups.  Examples are:<br>• Membership of and active participation in the professional body (AOTI) and affiliated special interest groups<br>• Involvement in working groups or committees associated with professional practice or the development of the profession<br>• Active involvement in multidisciplinary groups, support groups, development groups and voluntary work |
| Reading and writing | Self-directed learning and study is an effective form of CPD.  It can inform and help you develop your practice. Examples include:<br>• Reading and reflecting on literature. This may be done individually or in a group (e.g. journal club)<br>• Keeping up-to-date with research evidence in support of best practice<br>• Learning through the use of online resources such as databases and online discussion groups |

## Appendix 29: Guidelines for Completing Placement Related Case Study (optional)

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## Guidelines for Completing Placement Related Case Study

It is not mandatory that each student complete a case study on placement, but the completion of this learning activity can assist the student in demonstrating their understanding and application of the Occupational Therapy Process/Theory to Practice as outlined in the Practice Education Competency Based Assessment Form.

**Suggested format/content for case study as follows:**

| Heading | Comments |
|---|---|
| **Background Information** | • Client details (pseudonym) *Respect client confidentiality and data protection principles.* <br> • Clinical setting |
| **Overview and application of conceptual model** | Choose conceptual model suitable to client and clinical setting – justify selection. |
| **Overview and application of Frames of Reference in line with:** <br> - **Assessment** <br> - **Intervention** | Choose Frames of Reference suitable to client and clinical setting – justify selection. When discussing assessments and interventions selected link to Frames of Reference. |
| **Evidence Based Practice** | Provide an overview of evidence based practice supporting the assessments and interventions used with the client. |
| **Outcomes/outcome measurement** | Formal or informal outcome measurement – this will depend on client and clinical setting. |
| **Key learning** | • Use reflections to assist with ascertaining key learning. <br> • Consider application of key learning to future practice. |

## Appendix 30: Guidelines for Completing Placement Related Critically Appraised Topic



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The University of Dublin

# Guidelines for Completing Critically Appraised Topic

It is not mandatory that each student complete a Critically Appraised Topic on placement but the completion of this learning activity can assist the student in demonstrating their understanding and application of the Occupational Therapy Process/Theory to Practice as outlined in the Practice Education Competency Based Assessment Form.

This learning activity is most suitable for 3rd and 4th year students but can be adapted to meet the learning needs of other years where indicated.

**Suggested format/content for Critically Appraised Topic as follows:**

| HEADING | COMMENT |
|---|---|
| **CLINICAL SCENARIO** | A brief summary of the issue/question in practice that initiated the search for evidence. |
| **METHOD OF SEARCHING FOR THE EVIDENCE** | 1. Search strategy: search terms, databases, sites and resources searched, limits applied, inclusion/exclusion criteria 2. Results of search: number of studies located, the reference for each study, study design and their level of evidence 3. Justification for study selection of each of the study. |
| **CRITICAL APPRAISAL OF EACH PIECE OF EVIDENCE LOCATED** | Accurate appraisal of the pieces of evidence (refer to objective of study, methodology, results, conclusion and limitations of the study). |
| **SYNTHESIS OF THE EVIDENCE** | Compare/contrast the pieces of evidence, limitations of the synthesised evidence including possible dearth of available evidence. |
| **IMPLICATIONS FOR PRACTICE** | Recommendations for current and future occupational therapy practice, reference to clinical scenario. |
| **CLINICAL BOTTOM LINE** | Summation of how this evidence applies to clinical practice |

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**Appendix 31: Practice Educator Student Facilitation CPD Record**

## Practice Educator Student Facilitation CPD Record

**What is a CPD Portfolio?**

All OTs registered with CORU must engage in a range of CPD activities on an on-going basis and maintain an up-to-date CPD portfolio. CORU specify that the CPD portfolio must include:

(i) description of your current professional role and practice setting; (ii) personal learning plan; (iii) record of CPD activities; (iv) reflections on a number of CPD activities; and (v) evidence of undertaking CPD activities.

**What counts as a CPD activity?**

CPD activities may be structured learning activities (formal/professional/work-based) or unstructured learning activities (informal/self-directed). One hour of learning equals one CPD credit. CORU registrants must complete 30 CPD credits in a 12-month period.

**How are student OT placements relevant to my CPD Portfolio?**

There are numerous CPD activities and learning opportunities recognised by CORU that are integral to facilitating a student OT placement. Examples are outlined in the box below, including how to document appropriate evidence of the CPD activity. *(Note: This list is not exhaustive).*

| Structured Learning Activities from Facilitating a Student OT Placement | Appropriate Evidence | Unstructured Learning Activities from Facilitating a Student OT Placement | Appropriate Evidence |
|---|---|---|---|
| Active engagement in supervision of student. | Details of supervision and the impact on your role. | Discussing a specific topic with students. | Identify topic discussed, learning gained and the impact on your professional role. |
| Completing a course or workshop in relation to practice education. | Certificate of attendance & evaluation of the course in relation to your role. | Keeping up to date with research evidence in support of best practice for student placements. | Include details of your research & identify its contribution to your professional role |
| Designing a learning activity for students. | Documentation about activity and evaluation. | Reading and reflecting on case studies/projects with student. | Details of case studies/projects & indicate contribution to your professional role. |
| Development of information or support resources for students. | Outline basis for development, review of implementation; include a copy of resources. | Reflection on critical incidences or complex cases with student. | Summary of situation, discussion and outcome. Ensure confidentiality is maintained. |

| Involvement in student practice education and providing placements. | Verification of placement, your contribution & the impact on your role. | Sharing information/learning from CPD activities with students. | Copy of presentation/information shared. |
| Provision of a tutorial/lecture for students. | Copy of the lecture or tutorial provided and evaluation of same. | Professional reading and study, e.g. CORU website and publications, journal articles, webinar, on-line libraries, educational videos. | Details of materials read and personal notes on contribution to professional role. |

**How do I document the CPD activities completed for my CPD Portfolio?**

The two forms overleaf are designed to help you document CPD activities completed in relation to facilitating a student OT placement. The forms are based on the CORU CPD Portfolio Template, March 2017. Further information in relation to CPD Portfolios for CORU registrants is available from the CORU website (www.coru.ie).

## Record of CPD activities from student OT placement

*Document here all the CPD activities that arose from facilitating the student OT placement. They may have occurred before, during, or after the student placement.*

| No. of activity | Title of learning activity | No. of CPD credits | Completion date | Supporting evidence | Learning gained from activity or opportunity |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

**Student OT Placement CPD Reflective Practice Report on a Learning Activity/Experience**

Brief description of the learning activity or learning experience

|  |
|---|
|  |

What learning need was the activity designed to meet (refer to Personal Learning Plan if planned learning activity) or was this an unplanned learning opportunity?

|  |
|---|
|  |

On reflection, what have I learned from the experience? (skills, knowledge, professional attitudes, other)

How can this learning impact on my professional practice and the delivery of service to my service users?

Has this learning activity highlighted any areas for development and new learning needs for me?

My action plan resulting from this experience is:

| Goal | Timescale |
|------|-----------|
|      |           |
|      |           |

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## Appendix 32: Induction Handbook for Students on Practice Education Placements (Template format to be amended by Practice Sites)

*The following is a template to support Practice Education sites to devise a Student Induction Handbook. It is recommended that each practice placement site amend this template in line with their services.*

Student Occupational Therapist Induction Handbook
(Name of Service)

**Introduction and Welcome**
- Welcome to the service
- What is this handbooks intended purpose

**The Service**
- Brief overview of the service
- Nature of service (physical/acute/paeds/ID etc.)
- Who it serves
- Brief history of service
- Structure of service
- Mission statement and values
- How to get here

**The Occupational Therapy Department**
- Mission Statement and values of OT department
- How many staff members and who are they e.g Staff grades, seniors, OT assistants or any adjunct therapies in the department such as driving instructor.
- Clinical areas covered
- Core areas of expertise/brief introduction of role e.g school visits, discharge planning etc.
- Useful telephone numbers for OT department

**Preparing for placement**
- Site Visit
- Pre-placement reading
- Information to be submitted to tutor prior to placement e.g garda vetting, hand hygiene certificate

**Expectations of a professional student Occupational Therapist (If not included in handbook indicate how the student can access them?)**
- Uniform Policy
- Absence protocol
- **Service policies and procedure: (examples- include relevant to your service)**

- o   Infection control
- o   Confidentiality
- o   Social media policy
- o   Home visit policy
- o   Records Management
- o   Child protection and vulnerable adults
- o   Fire and evacuation procedures

**During placement:**
- Role of Practice Tutor/Practice Educator
- Access to phones/computers/email
- Access to resources
- Use of Diary
- Documentation/record keeping
- Placement wrap up- checklist

_____