

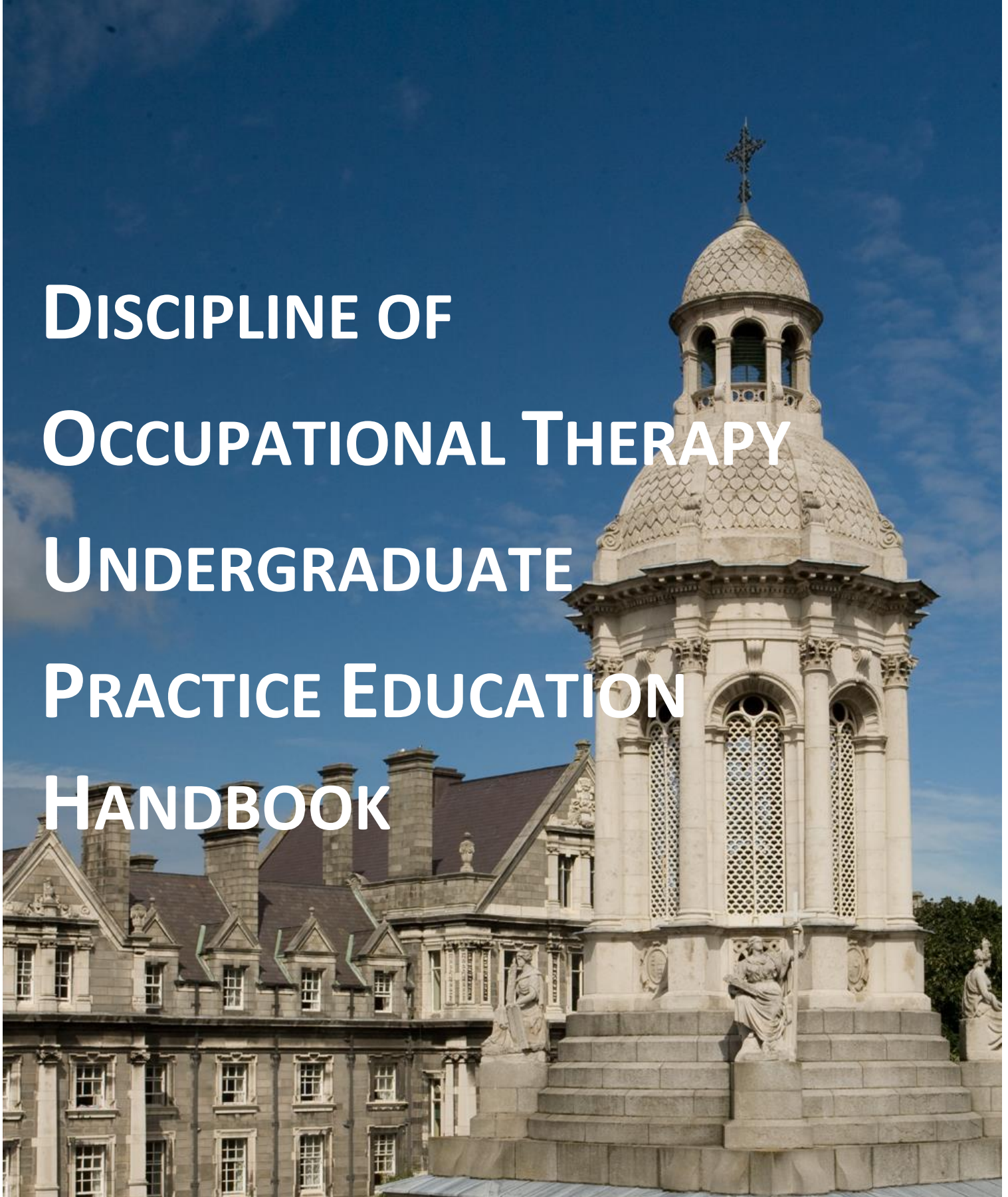


Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

DISCIPLINE OF OCCUPATIONAL THERAPY UNDERGRADUATE PRACTICE EDUCATION HANDBOOK





Trinity College Dublin

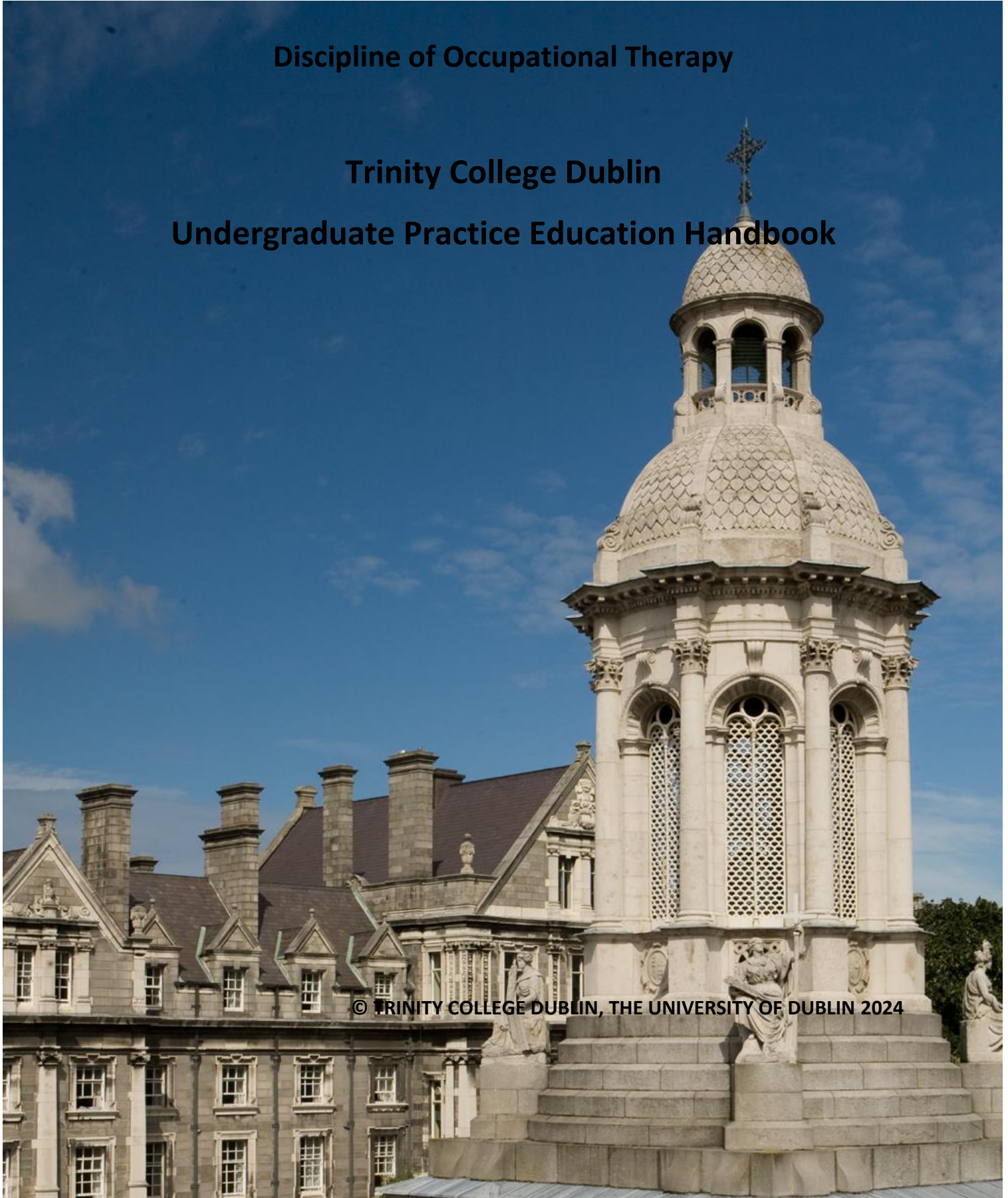
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The University of Dublin

Discipline of Occupational Therapy

Trinity College Dublin

Undergraduate Practice Education Handbook



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Review: August 2024

Next Review Date: August 2025

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.

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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 in Occupational Therapy 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

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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**

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-centred curriculum will have the necessary attributes to advance health and well-being at the individual and societal levels through innovative research, evidence-informed practice, practice-informed 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:

- 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.
- Apply occupational therapy knowledge, principles, person-centred practice and perspectives on health and wellbeing to meet individual, community, and societal needs.
- Articulate and demonstrate the centrality of occupation in people's lives through critical analysis, reflective practice, and professional reasoning.
- Develop occupation focussed solutions from the individual to the population level within both traditional and emerging practice environments.

- Analyse the interdependence of person, occupation and environment on social participation, health, wellness, and social inclusion incorporating an understanding of occupational justice principles.
- Demonstrate effective communication skills and inter-professional behaviours including the ability to collaborate and work in partnership with others.
- Demonstrate the ability to think critically and to engage in reflective practice and professional reasoning.
- 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.
- 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 aim to advance the profession of occupational therapy 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 Trinity College Dublin 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 educational curriculum reflects that of the World Federation of Occupational Therapists (WFOT), the global voice of occupational therapy and the standard bearer for its practice. "WFOT approved educational programmes are guided by professional values and beliefs focusing on 'occupation' as the central concept. It supports the view of humans as occupational beings and subscribes to the transactional relationships between the person, the occupation, and the environment as the hub of occupational therapy intervention" (WFOT, 2016). In keeping with WFOT standards, our philosophy and purpose commits to educating students to promote change towards a more inclusive and participatory society through enacting principles of respect, tolerance, and recognition (UNESCO, 2011).

Occupational therapy is a client-centred health and social care 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. A biopsychosocial perspective is essential for managing occupation performance issues of complex client situations. We believe that education should be anticipatory, not just responsive to these growing global health challenges.

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 educators' 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.

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.

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 region and college staff. The design of the course is intended to provide an educational experience which facilitates students to develop self-directed learning, self-reliance, and the ability to work collaboratively with others. Students have opportunities 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 challenges and fosters a research-oriented and evidence-informed attitude which is necessary for the continuing development of the individual and the profession.

The structure of the 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 behaviours, critical thinking skills and professional reasoning as the student progresses through the course. There is a strong focus on the science of occupation, the view of the person as an occupational being and the therapeutic use of occupation.

From the outset, students are exposed to a mix of basic sciences, occupational therapy theories and practice skills. As the course progresses, there is greater demand on the student to demonstrate their ability to apply theory, knowledge, and skills to practice through synthesis, analysis, and clinical reasoning, as the proportion of the students' time spent in practice education increases. Practice education is an integral and central component of the occupational therapy course. 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. Placement of the student in practice education settings occurs throughout the four years of the course, encouraging the integration of knowledge with practice and practice with knowledge.

Modules in professional development skills which are essential to the practice of occupational therapy in a professional and competent manner are continuous throughout the four years and more emphasis is placed on the application of these skills and attitudes in

the practice education setting. Alongside this knowledge the student is also given the opportunity to develop skills in occupational therapy intervention media (therapeutic use of occupation, group facilitation skills, activity analysis, splinting, moving, and handling techniques etc). Throughout the four years of the course, and within individual modules, the student develops and refines their attitudes in relation to their view of the person, their view of disability and factors (person, environment, and occupation) affecting participation, their view of the person as an occupational being, and their understanding of occupational therapy and the occupational therapy process.

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
ANU11001	Anatomy of Upper Limb and Back	5
OTU11008	Introduction to Psychology	5
OTU11009	Developmental Psychology	5
OTU11010	Biological Sciences Underpinning Health and Wellbeing	10
OTU11011	Applied Anatomy for Occupational Therapy	10
OTU11012	Study of Occupation <ul style="list-style-type: none"> • Activity Analysis • Occupation • Community-Based Learning • Environment 	10
OTU11013	Professional Skills Development 1 <ul style="list-style-type: none"> • Introduction to Academic Learning, Reflective and Critical Thinking in Occupational Therapy • Moving and Handling • Communications • Introduction to Occupational Therapy Theories and Processes 	10
OTU11014	Junior Fresh Practice Education	5
	TOTAL ECTS	60

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
OTU22005	Study of Occupation Practice and review	5
OTU22020	Occupational Therapy: Rheumatology and Orthopaedics	5
OTU22017	Conditions in Occupational Therapy: Adult Physical	5
OTU22022	Disability and Intellectual Disability Studies	5
OTU22018	Senior Fresh Practice Education	5
OTU220021	Professional Skills Development 2 <ul style="list-style-type: none"> • Communication skills • Upper Limb Intervention –Splinting • Assistive Technology, Postural Management and Wheeled Mobility 	10
OTU22016	Occupational Therapy and Adult Mental Health 1	5
OTU22019	Occupational Therapy with Children and Adolescents 1	5
	TOTAL ECTS	60

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
OTU33006	Occupational Therapy with Older 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
OTU33012	Occupational Therapy and Adult Mental Health 2	5
OTU33013	Occupational Therapy: Neurology and Oncology	
HSIPL	Inter Professional Learning	N/A
	TOTAL ECTS	60

Table 3. Junior Sophister (Year 3) Modules

1.4.4 Senior Sophister (Year 4) Modules

Module Number	Module name	Credits
OTU44005	Senior Sophister Practice Education	10
OTU44006	Research Project	10
OTU44014	Professional Identity and Cultural Competence in Occupational Therapy	10
OTU44015	Leadership and Governance in Practice	10
OTU44016	Career Planning	N/A
OTU44017	Occupation-centred Practice: Capstone Project	20
	TOTAL ECTS	60

Table 4. Senior Sophister (Year 4) Modules

Section 2:

Practice Education at Trinity College Dublin

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.

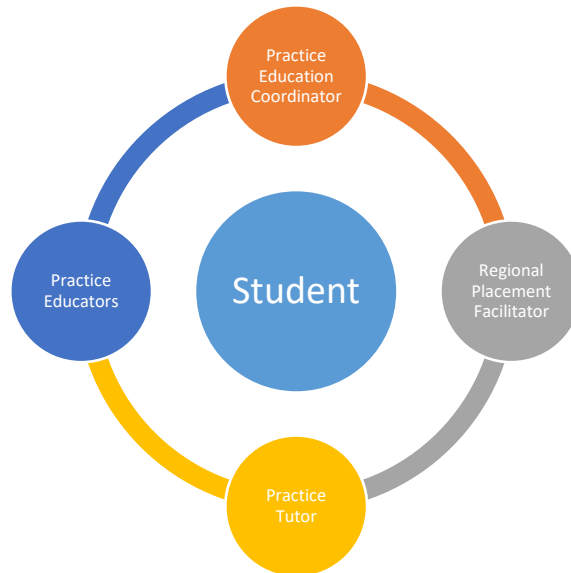


Figure 1. The Practice Education Team at Trinity

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 across the programme. This role includes quality assurance in practice education; development of new placements; developing, coordinating, and teaching on the Preparation for Practice Education Modules; supporting students and practice educators in placement 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 undergraduate program.

The Regional Placement Facilitator (RPF) is based in the university and 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 based in practice education (clinical) sites. The PT 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 Pre-Placement Offer and Agreement Form 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/on 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/or phone calls as appropriate to support the Practice Educators and the students on the placement and to seek feedback as appropriate/required.
- Invite Occupational Therapy practitioners to contribute to course content.
- Invite Occupational Therapy practitioners to present specialist lectures to students at the Discipline of Occupational Therapy.

To support the Discipline of Occupational Therapy:

- Manage 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.

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 the student is experiencing difficulties, it is essential to liaise with the student and the practice educator to identify learning needs and to formulate an action plan, with regular timetabled 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/support sessions.
- 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).
- 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 when this is offered by the site.
- 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) [aoti code of ethics 2013 file 563.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/their 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 Reflections (as required).
- Be sensitive to staff workload.
- Respect the Practice Educator and their feedback.
- 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.
- Attend post placement de-brief and review day in college.
- Accept and respect the overall grade/outcome of the placement provided by your Practice Educator.

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

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 health and social care 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/post qualification 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 education hours for each student are maintained on a database by the Practice Education Coordinator within the Discipline of Occupational Therapy. The hours completed by the student are signed off by the Practice Educator at the end of each of the four placements. The collective overall placement hours are then signed off at the Court of Examiners meeting on completion of the student's degree.

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 include:

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 details on placement sourcing and allocation processes in protocol 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 Preparation Module
- Self-directed learning

- Practice Education Placements

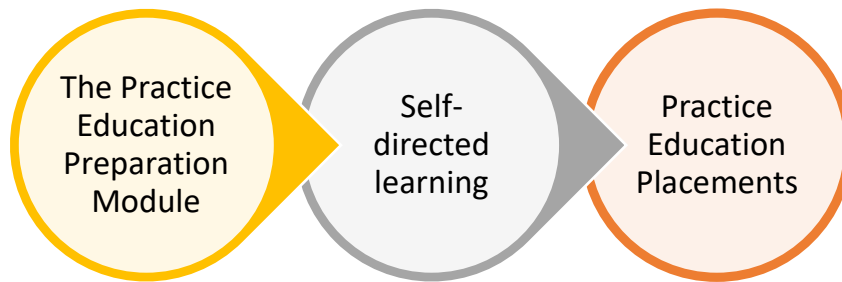


Figure 2. Key components of the Practice Education Programme

2.6.1 The Practice Education Module- College-based activities

The Practice Education Preparation 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 and placement level 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: OTU11014; Junior Fresh Practice Education

Module Content for the Junior Fresh Practice Education Preparation Course

M.C. 1. An Introduction to Practice Education; Introduction to the Structure of Practice Education; Practice Education Policies, Procedures, Checklists and Resources, the placement allocation process, and the Practice Education Handbook.

M.C. 2. Understanding Occupational Therapy: Understanding the role of occupational therapy across various settings. Hear from Occupational Therapists working across various practice settings, understanding a day in their professional lives.

M.C. 3. Understanding Competencies: An introduction to occupational therapy competencies and the CORU standards of proficiency. The Junior Fresh competency assessment form will also be examined.

M.C.4. Communicating with my Practice Educator; A practical introduction into professional communication for practice education e.g. support with devising a professional introductory email; introducing oneself professionally in practice.

M.C.5. Professional Site Visit; A planned site visit to a Practice Tutor placement site.

M.C.6. An Introduction to Professional Development; Building skills as a Lifelong Learner; an introduction to professional development, e.g. how to write a CV for placement and building a continuing professional development portfolio.

M.C.7. Learning in Practice; An Introduction to approaches for learning in practice, incorporating reflective practice, as well as an introduction to feedback in practice.

M.C.8. Managing Oneself Professionally on Practice: An introduction and exploration of professional behaviours, and how to support oneself professionally in practice. Exploration of current guidelines and legislation supporting practice with an 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.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.10. 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: OTU11014; Junior Fresh Practice Education

On successful completion of this module, students will be able to:

L.O.1: Model and practice satisfactory professional behaviours within the legal, professional ethical, and local practice contexts and boundaries of the profession.

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.

L.O.3: Foster positive attitude to occupational therapy practice

L.O.4: Communicate effectively and in a professional manner with individuals including service users and colleagues.

L.O.5: Understand and respect confidentiality of service users

L.O.6. Demonstrate effective time management skills and present self in a manner appropriate to the working environment.
L.O.7: Engage and take responsibility for own learning and professional development.
L.O.8: Interpret information using observation skills.
L.O.9: Demonstrate reflection skills.

Table 5. Learning Outcomes Year 1

2.6.1.2 Module: OTU22018 Senior Fresh Practice Education

Module Content of the Senior Fresh Practice Education Preparation Course

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. Getting the most out of my placement; Explore learning styles and preferences. Explore the use of the learning contract and its application in practice.

M.C.3. Building skills to demonstrate competency; An introduction to the Senior Fresh Practice Education Assessment Form. Understanding the practical application on placement.

M.C.4. Feedback in Practice: An introduction to the concept of feedback and an exploration and application of resources to support feedback in the practice education environment.

M.C.5. Building my skills for Supervision; Application of Supervision in Practice and the use of reflection to support learning.

M.C.6. Presenting oneself for Professional Practice: Support to develop professional curriculum vitae for placement. Pre-placement preparation interviews to support application of learning and continuous professional development.

M.C.7. Understanding policy and legislation on placement; An exploration policy and legislation for placement e.g. understanding consent. Exploration of the application of online HSE land Learning modules for practice.

M.C.8. Mandatory CPR Training; Practice workshop for all to be trained in CPR practice.

M.C.9. Mandatory Manual Handling Training; Practical workshop on manual handling.

M.C.10. Building Tools to manage Placement; Practical Workshop to support students to develop tools for managing themselves and their health and wellbeing during placement.

M.C.11. 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.12. 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. Students will be required to reflect on their placement experiences.

Learning Outcomes for Module: OTU22018; Senior Fresh Practice Education

On successful completion of this module, students will be able to:

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.

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.

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.

L.O.4: Write accurate, clear, contemporaneous records in accordance with legal and professional requirements.

L.O.5: Assist and manage a small caseload of service users through the OT process.

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 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.

L.O.8: Engage and take responsibility for own learning and professional development and engage in a professional supervision process.

L.O.9: Demonstrate reflective skills.

Table 6. Learning Outcomes Year 2

[2.6.1.3 Module: OTU33010 Junior Sophister Practice Education](#)

Module Content for the Junior Sophister Practice Education Preparation Course

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. Theory to Practice; Apply the key occupational therapy theoretical concepts in practice, with a focus on how theory competencies can be demonstrated in practice.

M.C.3. Communication in practice: Practical session with a focus on management of challenging communication scenarios in occupational therapy practice.

M.C.4 Optimising the supervisory relationship: Session to focus on optimizing the 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).

M.C.5. Preparation for practice: Practice Education preparation interviews, feedback, and feed forward, using models of reflection to prepare for upcoming practice education placement. Review of CPD portfolios within the context of CORU requirements for continuing professional development.

M.C.6. Twelve Week Practice Education Placement Level 3; A twelve-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.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. These sessions will require students to critically reflect on their placement experiences and learning.

Learning Outcomes for Module: OTU33010; Junior Sophister Practice Education

On successful completion of this module, students will be able to:

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.

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.

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.

L.O. 4: Apply the principles of therapeutic use of self for service user interactions.

L.O. 5: Write accurate, clear, contemporaneous records in accordance with legal and professional requirements.

L.O.6: Manage a caseload under supervision.

L.O. 7: Demonstrate application of the complete occupational therapy process under supervision.
L.O. 8: Demonstrate the application of theory, conceptual models, evidence-based practice, and clinical reasoning to practice standard under supervision.
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 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.
L.O. 11: Demonstrate reflective skills.

Table 7. Learning Outcomes Year 3

2.6.1.4 Module: OTU44005; Senior Sophister Practice Education

Module Content of the Senior Sophister Preparation Course

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. 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.4. Communication in practice; Managing unplanned or situations of conflict in practice, managing feedback, including documentation of unplanned or complex situations.

M.C.5. 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. Eleven Week Practice Education Placement Level 4; An eleven-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. These sessions will require students to critically reflect on their placement experiences and learning.

Learning Outcomes for Module: OTU44005; Senior Sophister Practice Education

On successful completion of this module, students will be able to:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>L.O. 4: Demonstrate application of the complete occupational therapy process in practice under supervision.</p>
<p>L.O. 5: Demonstrate the application of theory, conceptual models, evidence-based practice, and clinical reasoning to practice, under supervision.</p>
<p>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.</p>
<p>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.</p>

Table 8. Learning Outcomes 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. These may include but are not limited to: The Fundamentals of GDPR; An Introduction to Children First; Communication; or Intercultural awareness.
- 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/>)

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. Figure 3 below outlines 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 twelve-week placement in Semester 2 (approx. start in January of this academic year).

4th Year: Senior Sophister: Level 4 placement: One eleven-week placement in Semester 1 (approx. start in September of this academic year).

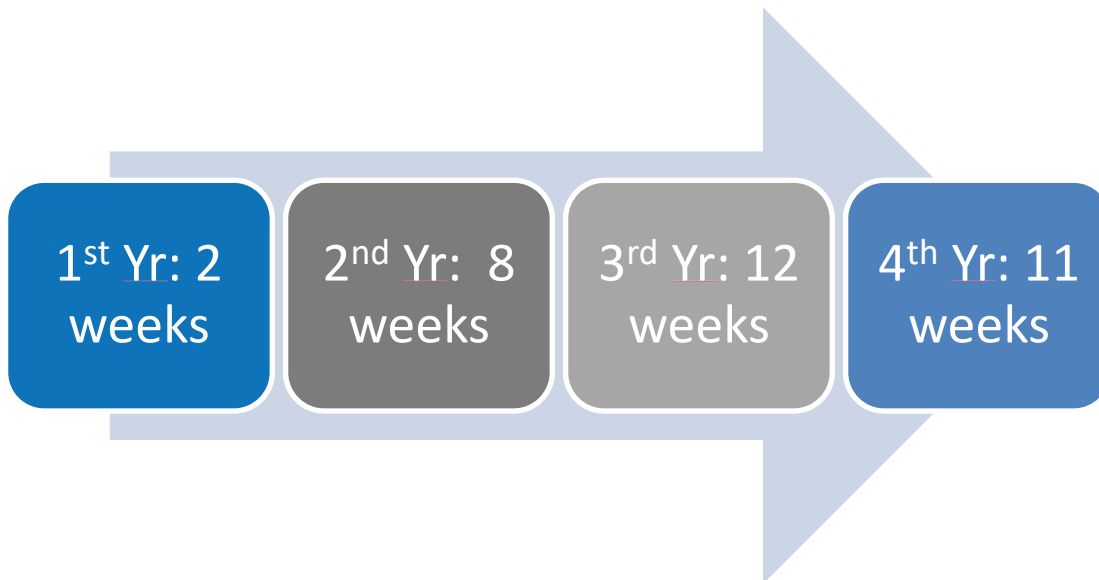


Figure 3. Placement Duration

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 is 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.

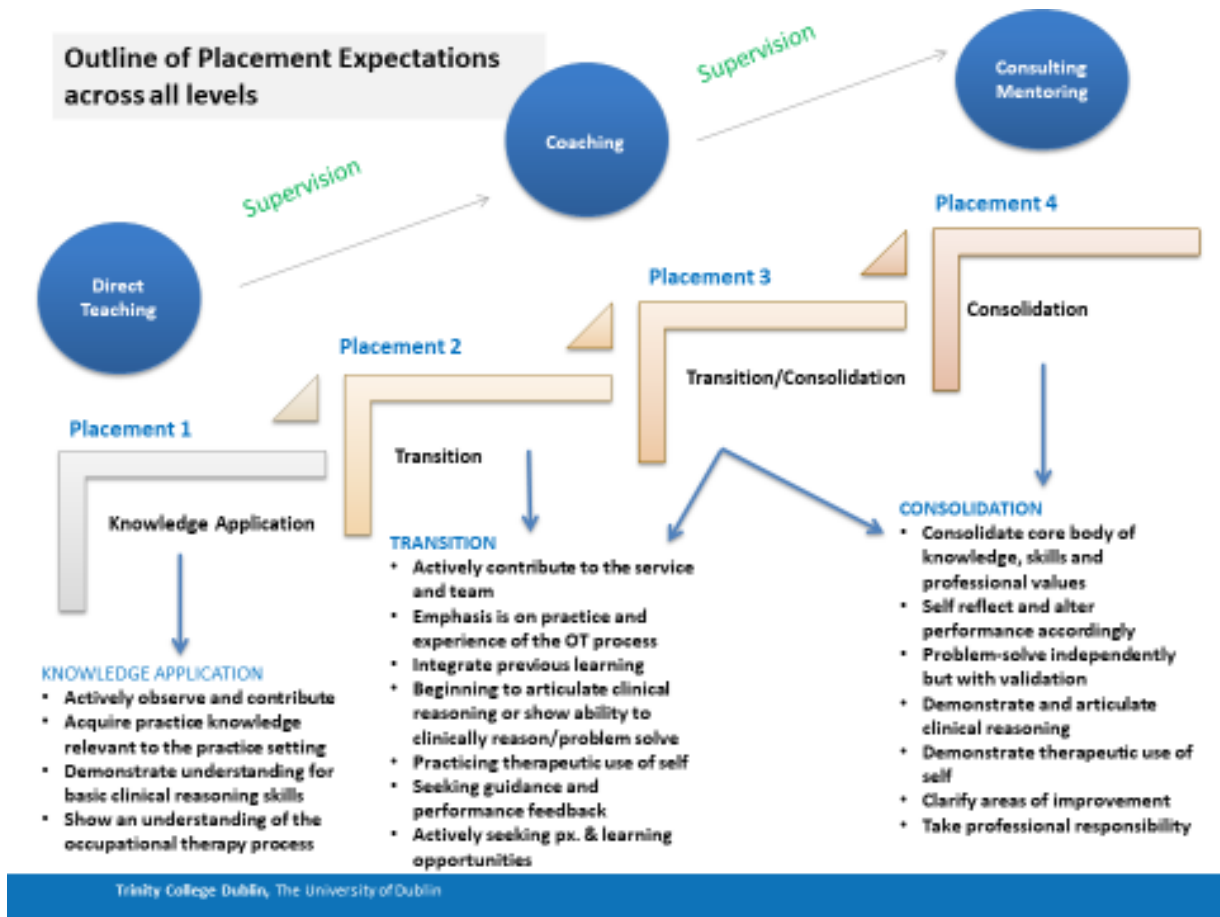


Figure 4. Outline of Placement Expectations across all levels

	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 (Protocol 1)

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). The Association of Occupational therapists all disseminate the call for placement via its members, in order to reach all potential occupational therapists across different practices to ensure that placement offers reflect the normal context and environment of practice.

All Placement sites must have a signed Memorandum of Understanding in place with the Discipline of Occupational Therapy. All Practice Educators who agree to support a student placement, must complete the **Occupational Therapy Placement Offer and Pre-allocation Agreement Form**. This is reviewed by the Practice Education Coordinator. Practice Educators are then allocated a placement. This allocation is also provided to the student. **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/their 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/requests 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.

Every effort is made by the Practice Education Coordinator to allocate the placement to all parties once the allocations have been finalized, however there may be a tight time frame between the allocation and the commencement of the placement. This situation is often outside the control of the Practice Education Coordinator. Every effort is made to maintain communication with all parties until the final allocation of placements is made.

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	1 st year placement	2 nd year placement	3 rd year placement	4 th year placement
1.	Primary Care Services (Adult - physical)	Acute Hospital - Acute Stroke Unit (Adult - Physical)	Adult Community Mental Health Service (Adult - mental health/psychosocial)	Childrens Disability Network Team (paediatrics - psychosocial/physical)
2.	Rehabilitation and Recovery Mental Health Team (Adult – mental health/psychosocial)	Acute Hospital – Acute Neurology Inpatient (Adult – physical)	Community Reablement Team (Adult – physical)	Childrens Disability Network Team - (paediatrics - psychosocial focus)
3.	Primary Care Services (Adult - physical)	Acute Hospital (Adult - Physical)	Children's Disability Network Team, (Paediatrics – Physical focus)	Community Mental Health Team (Adults – mental health/psychosocial)
4.	Acute Inpatient Mental Health Service (Adults – mental health/psychosocial)	Hospice Service – inpatient palliative care (Adult – physical focus)	Acute Hospital – outpatient hand therapy service (adult – physical)	Childrens Disability Network Team - (paediatrics - psychosocial focus)
5.	Primary Care Services (Adults - physical)	Acute Hospital (Adults - Physical)	Inpatient Mental Health Service (Adult – mental health/psychosocial)	Childrens Disability Network Team - (paediatrics - psychosocial focus)
6.	Rehabilitation Hospital – inpatient brain injury unit (Adult – physical)	Childrens Disability Network Team - (paediatrics - psychosocial focus)	Memory Technology and Resource Service (in hospital) (adult – psychosocial)	Long term Care Unit (adult – physical)
7.	Acute Hospital – General Medicine (adult – physical)	Private Paediatric Service (paediatrics – psychosocial focus)	Older Adult Rehabilitation Service (adult – physical)	Child and Adolescent Mental Health Service *Community based (mental health/psychosocial)
8.	Paediatric Primary Care Service (paediatrics – psychosocial focus)	Age-related Rehabilitation Service (adult – physical)	Adult Primary Care (adult – physical)	Acute Mental Health Service (adult – mental health/physical)
9.	Community Mental Health Team (adult – mental health/psychosocial)	Acute Hospital – Older Persons Frailty Unit (adult – physical)	Inpatient Palliative Care Service (adult – physical focus)	Childrens Disability Network Team - (paediatrics - psychosocial focus)
10.	Inpatient Mental Health Service (adult – mental health/psychosocial)	Acute Hospital – general medicine (adult – physical)	Rehabilitation Hospital – neurorehabilitation (adult – physical)	Intellectual Disability and Mental Health Service (mixed age group – psychosocial)

Table 10. An example of the range of placement settings for a cohort of 10 students from 1st Year to 4th Year (2024 Graduates)

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.

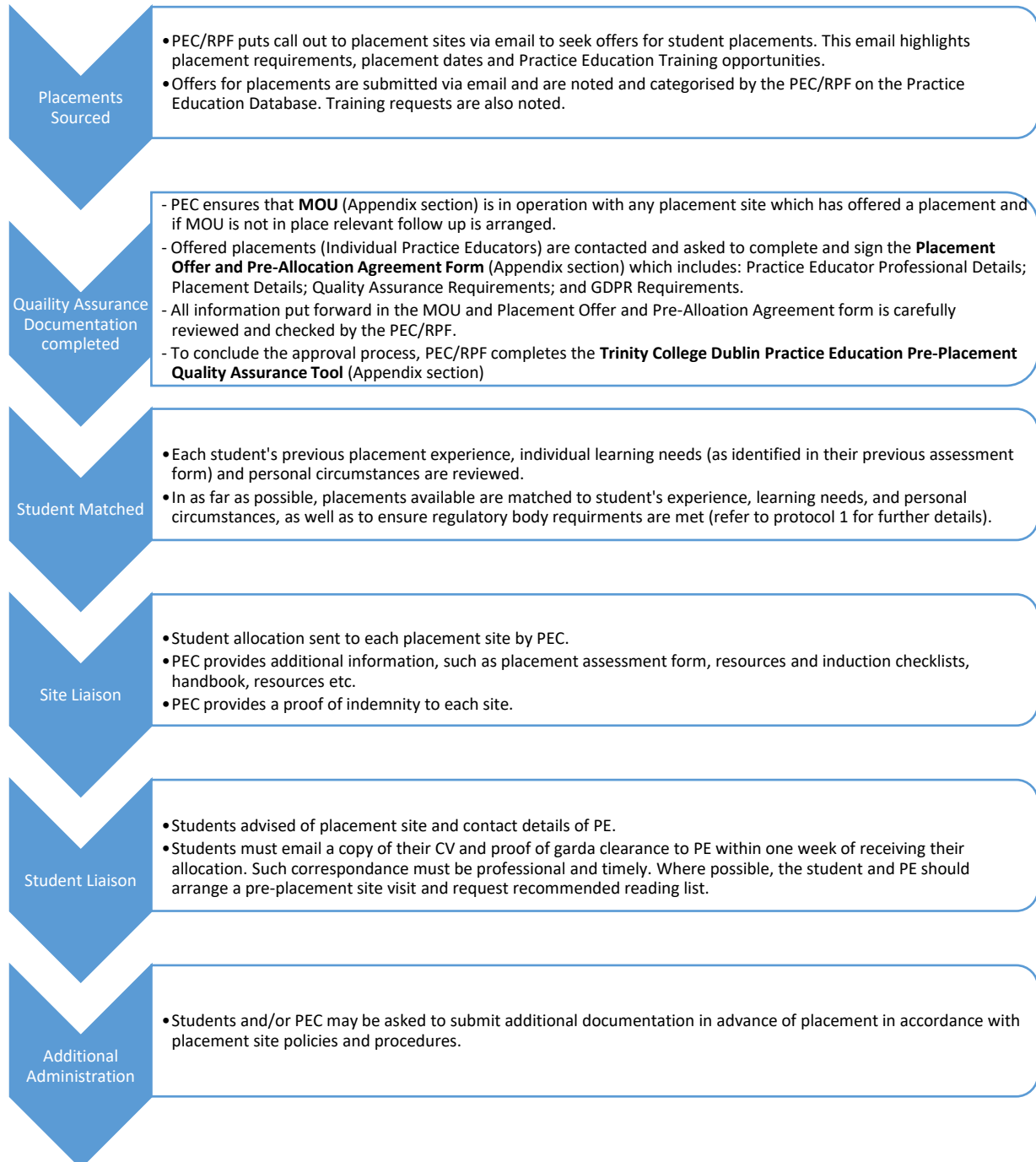


Figure 5. Process for sourcing and allocating placements.

Section 3:

The Stages of the Practice Education Placement Process

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 Health and Social Care Professions Quality Framework for Sustainable Practice Education and the Therapy Project Office has set out guidelines and indicators that aim to support and enable the process of practice-based learning for students and these guidelines and indicators are followed within the Discipline of Occupational Therapy (this is discussed further in section 5 of this handbook).

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 below further elaborates on each stage of the process:

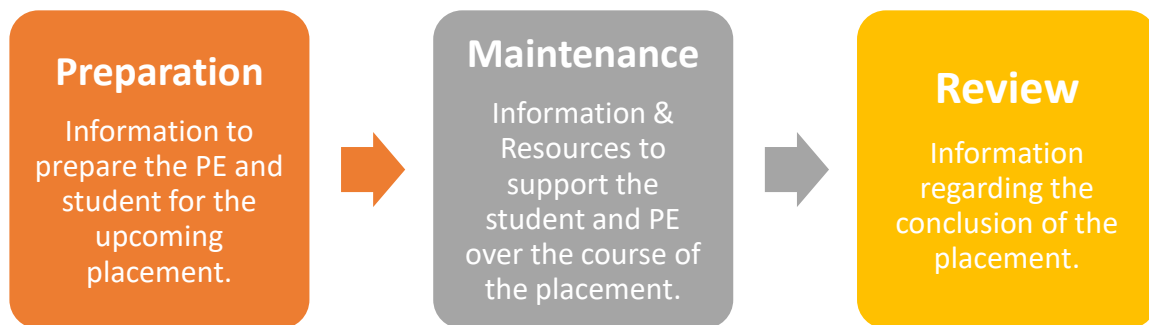


Figure 6. Stages of the Practice Education Process

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 and a quality based placement is provided in line with the National Health and Social Care Professions Quality Framework for Sustainable Practice Education.

	Practice Educator	Student	PET at Trinity
Preparation: Before the Placement starts	<p>Attend PE training</p> <p>Complete the Placement Offer and Pre-Allocation Agreement Form</p> <p>Read the Practice Education Handbook & review training materials.</p> <p>Request additional information if required</p> <p>Prepare a student orientation file.</p> <p>Update student induction folder (if necessary).</p> <p>Familiarize self with the assessment form & other relevant student related resources.</p> <p>Ensure Garda clearance/insurance documentation is received & agree with site procedures.</p> <p>Plan student caseload & objectives.</p> <p>Consider quality influencers on placement (culture, environment, relationship, opportunity).</p> <p>Attend Zoom call hosted by the Discipline of OT prior to placement commencing</p>	<p>Attend Preparation for Practice Module/Workshops.</p> <p>Attend 1:1 meetings with PEC/RPF (if required).</p> <p>Send CV & introductory email (include Garda vetting) to assigned Practice Educator within 1 week of receiving allocation.</p> <p>Read the Practice Education Handbook and all other documentation as sent by PET Team.</p> <p>Read the CORU & AOTI Codes of Ethics.</p> <p>Complete pre-readings for the placement.</p> <p>Complete pre-placement site visit.</p> <p>Find out the uniform/dress policy & first day protocol.</p> <p>Develop a draft learning contract.</p> <p>Engage in any online training and/or induction processes.</p>	<p>Carefully review and approve all placement offers.</p> <p>Adhering to protocol 1, carefully allocate students to placement sites.</p> <p>Coordinate & deliver Practice Education Module.</p> <p>Provide PE training.</p> <p>Provide information to the Practice Educator on the student; student insurance & other relevant PE resources.</p> <p>Offer and provide Zoom call for Q&A session pre-placement.</p>
Preparation: Week 1 of placement	<p>Orient the student to the setting.</p> <p>Complete the induction checklist with student.</p> <p>Negotiate & agree a learning contract.</p> <p>Establish regular (weekly) supervision.</p> <p>Support the student to engage in induction processes.</p> <p>Create appropriate learning opportunities.</p>	<p>Complete the induction checklist with PE.</p> <p>Wear appropriate dress.</p> <p>Negotiate & agree a learning contract.</p> <p>Engage in supervision processes.</p> <p>Maximize learning opportunities.</p> <p>Ask questions.</p> <p>Engage in induction processes.</p>	<p>Maintain weekly contact with students & PE and provide additional support as necessary.</p>
Maintenance	<p>Utilise all resources available; support student's ongoing learning and development; monitor and record student's progress; contact PEC/RPF if any concerns/issues.</p> <p>Utilise weekly emails and suggestions sent by PEC.</p>	<p>Utilise all resources available; maximise all learning opportunities; monitor feedback & progress you are making; contact PEC/RPF if any concerns/issues.</p> <p>Utilise weekly emails and suggestions sent by PEC.</p>	<p>Maintain weekly contact with students & PE and provide additional support as necessary.</p>
Maintenance: Half-way	<p>Complete the halfway assessment/report.</p> <p>Consider a half-way visit/phone call for additional support.</p> <p>Review & maintain the learning contract.</p>	<p>Complete the half-way assessment/report.</p> <p>Consider a half-way visit/phone call for additional support.</p> <p>Review & maintain the learning contract.</p>	<p>Offer Half-way visits & phone calls.</p> <p>Coordinate & deliver mid-placement debrief & review days for students.</p> <p>Provide on-going support to PEs & Students.</p>

	Provide regular formal & informal feedback. Continue weekly supervision. Contact the PEC/RPF if there are concerns regarding student's performance/competence.	Listen to feedback & continue to maximize opportunities for competency development. Continue weekly supervision. Attend mid placement debrief & review day. Contact the PEC/RPF if there are concerns regarding student's	
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, review and file final assessment forms.
Review: After Placement	Complete and submit feedback form Return assessment to PEC/RPF via post Request additional debrief with PEC/RPF if required.	Complete & submit feedback form to TCD. Attend post placement debrief & review day.	Review student & PE feedback & manage accordingly as per quality processes-see section 5 Facilitate 1:1 debrief meetings (where necessary) Coordinate & deliver post placement workshop, debrief & review meetings for students.

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

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	Targeted Competency Pathway	
Placement Offer and Pre-Allocation Agreement Form (re: quality indicators)		

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 Practice Education Preparation Modules Pre-placement site visit Practice Education Handbook Curriculum Materials on Blackboard from all four years of the Occupational Therapy course CPD Portfolio Practice Education Placement Induction Checklist	Assessment Form Timelines and Expectations Document Clinical Observation Aid Supervision Form Learning Contract/Personal Development Plan Targeted Competency Pathway	Student Placement Feedback Form which is sent via Microsoft Forms Post-Placement Progress Review Return Day CPD Portfolio & Guidelines for the development of CPD Portfolio
	Practice Education Handbook	
	Mid placement review and debrief day	

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 send weekly check-in emails to the students and the Practice Educators. These emails aim to maximise communication and promote quality. In such emails, the PEC/RPF provide useful prompts and supportive resources weekly to assist with competency development, all of which will be relevant to the stage of placement progression.

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 as required to support the Practice Educator and/or the students.

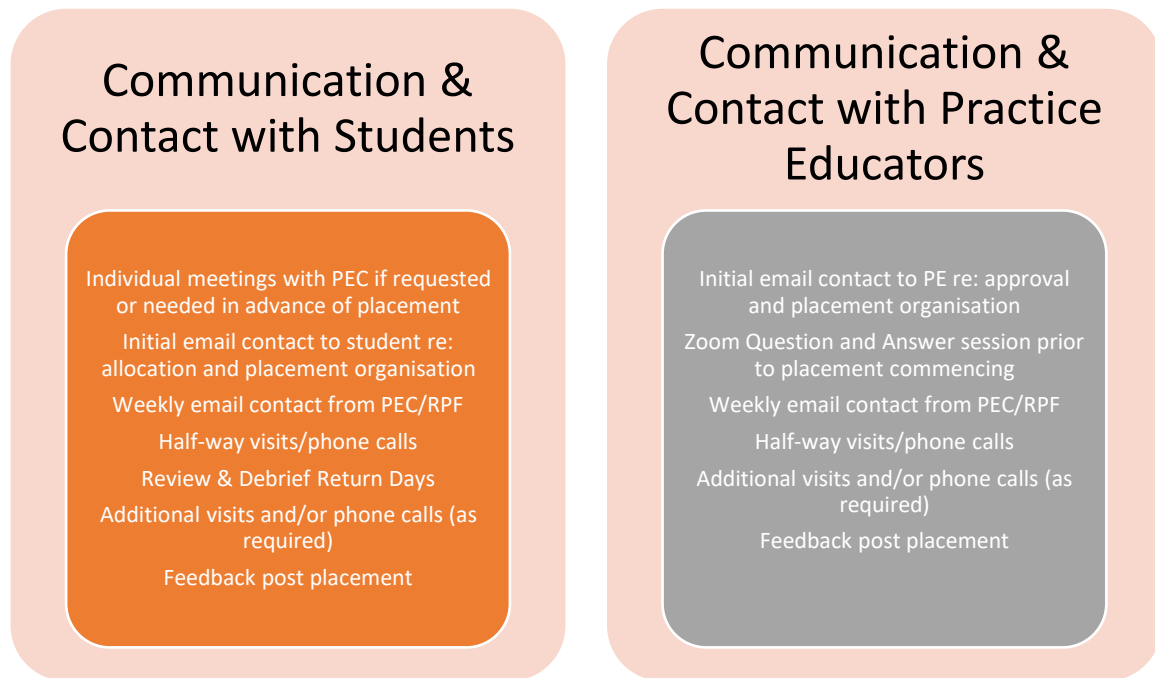


Figure 7. Forms of Communication and Contact with Students and Practice Educators

3.3.1 Review and Debrief Days (mid and post placement)

During each Practice Education placement: 2nd, 3rd and 4th 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.

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 - non mandatory

On approximately week 3 or 4 of the placement, the Practice Education Coordinator and/or Regional Placement Facilitator will offer (sent via email) a half-way visit (where appropriate) or a phone/online call mid-way through the placement to offer support to the practice educator and student to progress the learning objectives and assist in the management of arising concerns. The half-way visit/phone/online call is not mandatory and is at the discretion of the practice educator and student. This is normally determined on the development of the students' competencies.

A half-way visit (where appropriate) or a phone/online call is arranged accordingly based on the practice educator and PEC/RPF's availability and schedule. The format of the half-way visit or a phone/online call is based on a conversation with the practice educator/s and student. The strengths and areas for growth are explored and actions based on the conversation are determined for the remainder of the placement.

Please see appendix section for documentation relating to same.

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 with the exception of the 1st year assessment form (for example: 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 with the exception of the First-Year 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 completed, signed, and dated by both the Practice Educator and Student on the date of the half-way assessment and cannot be completed and/or signed at a later stage. This means that all parties must engage in adequate assessment-related preparation in advance of the half-way assessment; engage in detailed discussions during the half-way assessment and ensure that adequate time is put aside on the day of the half-way assessment to finalise all comment sections and sign-off. If there are any concerns regarding the completion and/or sign-off of the half-way assessment this should be flagged with the college-based Practice Education Team in advance of the half-way assessment or during the half-way assessment so that adequate and timely support and assistance can be provided.*

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. **This section is useful for highlighting strengths; limitations; strategies agreed**

to address named limitations; considerations for future placements/professional work etc. The student must then complete the section entitled: 'Student's Comments and Feedback'.

****This section must then be completed, signed, and dated by both the Practice Educator and Student on the date of the final assessment and cannot be completed and/or signed at a later stage. This means that all parties must engage in adequate assessment-related preparation in advance of the final assessment; engage in detailed discussions during the final assessment and ensure that adequate time is put aside on the day of the final assessment to finalise all comment sections and sign-off. If there are any concerns regarding the completion and/or sign-off of the final assessment this should be flagged with the college-based Practice Education Team in advance of the final assessment or during the final assessment so that adequate and timely support and assistance can be provided.*

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 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. **This sign-off is essential in the completion of the assessment process.**

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, in line with accreditation and monitoring purposes. 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
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

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 086 4181892

3.4.2 Recommended Educational Approaches for Each Practice Education Placement Level/Year

Level	1 st 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/interventions. 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 alternatives to interventions.	Provide expectations that students will instigate clinical reasoning discussions pre and post client interventions.
Theory	Prompt student to think about how the Person, their Occupation, the Environment, and their participation	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.

	(PEO) can be applied.			
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 though 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 the learning process.

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

Please see appendix section for learning contract/Personal Development Plan. Table 15 provides 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 practice 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 pre-supervision forms (see appendix section). The completion of the student pre-supervision form is mandatory while the completion of the PE pre-supervision form is optional.
- The **learning contract/personal development plan** should be an integral part of supervision and should be reviewed or added to during 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

Feedback is *“all dialogue to support learning in both formal and informal situations”* (Askew and Lodge, 2000). It is specific information about the comparison between a student’s observed performance and a standard, given with the intent to improve the student’s performance (Van Den Bergh, Admiraal & Pilot, 2006). Feedback is one of the most powerful influences on learning and achievement (Hattie and Timperley, 2007) and serves several functions in the Practice Education context:

1. Promotes student-centred learning and enhances student's learning experience
2. Keeps the student engaged and motivated
3. Provides insight and understanding regarding student progress (for both student and PE)
4. Promotes a solution-focused approach
5. Assists with assessment and supervision processes

(Boud & Molloy, 2013)

Feedback can be categorized as **informal or formal**. **Informal feedback** is provided on a more regular basis and very often directly after a learning experience has occurred. **Formal feedback** often takes place in the supervision context in a more structured manner. In all cases, the student needs to be aware that they are being provided with feedback and the PE needs to clarify that the student has understood the feedback provided (Carless et al., 2011; Hattie, 2008).

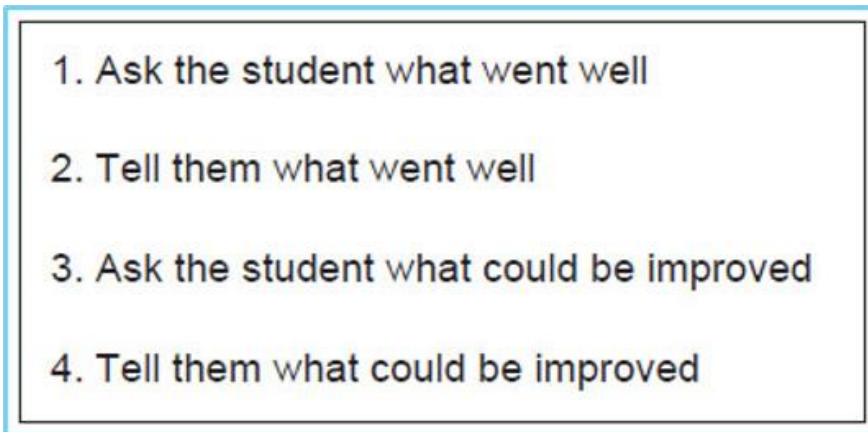
According to Nichol and MacFarlane-Dick (2006), good feedback:

1. Helps clarify what good performance is (goals, criteria, expected standards).

2. Facilitates the development of self-assessment (reflection) in learning.
3. Delivers high quality information to students about their learning.
4. Encourages teacher and peer dialogue around learning.
5. Encourages positive motivational beliefs and self-esteem.
6. Provides opportunities to close the gap between current and desired performance.
7. Provides information to teachers that can be used to help shape the teaching.

Using feedback models can give structure to the feedback process and ensure that high quality feedback is provided to the student. Use of such models can be supportive to both the student and the PE and is highly recommended in the Practice Education environment.

One common and very helpful feedback model is the **Pendleton's Model of Feedback** whereby the "teacher" (Practice Educator) follows the questioning process outlined below:

- 
1. Ask the student what went well
 2. Tell them what went well
 3. Ask the student what could be improved
 4. Tell them what could be improved

For further information on feedback resources please review the Trinity College Dublin Occupational Therapy Practice Education website page: [Practice Education - Medicine | Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/occupational-therapy/practice-education/medicine/)

3.8 Managing Concerns Related to Students Performance and Reaching Competency on Practice Education Placements - The Targeted Competency Pathway

The **Targeted Competency Pathway** has been designed as a suggested framework and process to use and follow with students who are experiencing competency-related challenges on placement. The pathway is intended to assist Practice Educators (PEs) and students in their management of such challenges with the aim of effectively supporting the student to achieve a competency grade in his/her placement.

It is intended that this pathway and the steps within the pathway will be used in tandem with the standard teaching and learning supports provided to the PEs and students by the university-based Practice Education Team (PET).

PEs and students on practice education sites where a Practice Tutor (PT) is available will be supported by the PT to assist with the implementation of this pathway. PEs and students on practice education sites where there is no PT available will be supported by either the Practice Education Co-ordinator (PEC) and/or the Regional Placement Facilitator (RPF) to assist with the implementation of this pathway.

In all cases whereby there are competency-related challenges, PEs and students should be reminded that in addition to the university-based PET there are other support services available to students (e.g. College Tutor Service, Counselling Service, Disability Service and Health Service).

Important note: *In cases whereby 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 and/or in cases whereby the student's support requirements is encroaching on the Practice Educator's clinical and personal commitments on a consistent basis, the placement site and/or the Discipline of Occupational Therapy reserve the right to override the processes outlined in the pathways below and to terminate the placement in advance of the completion date. In such cases, sufficient evidence/documentation must be made available to support this decision-making and all relevant stakeholders must be involved. Please refer to protocol 28 in section 4.25 of the Occupational Therapy Practice Education handbook for further details relating to such circumstances.*

The following figure (Figure 8) outlines the first four steps (phase 1) of the Targeted Competency Pathway and the actions that should be taken by the Practice Educator.

Phase 1

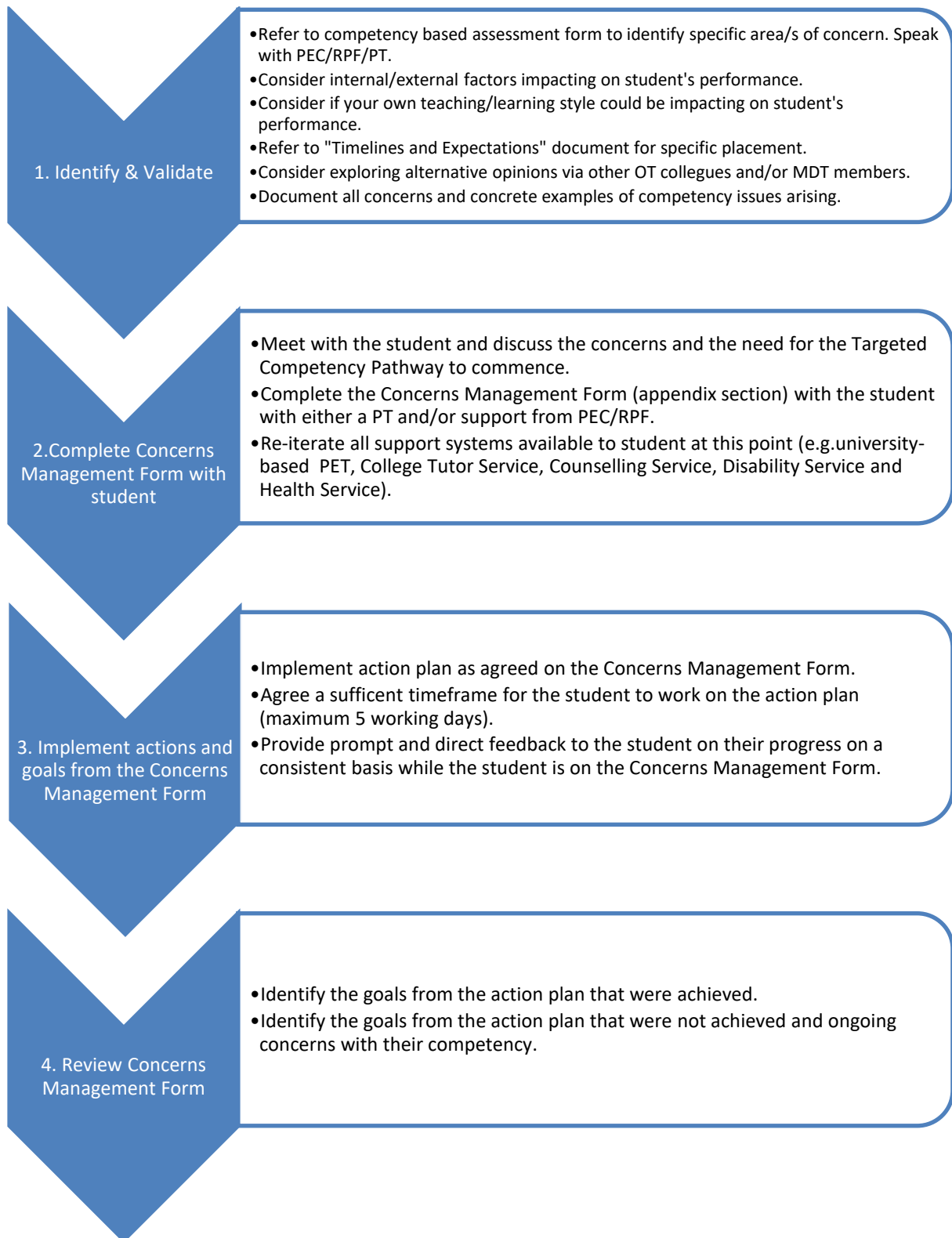


Figure 8. Phase 1 of the Targeted Competency Pathway

If all of the goals that were defined on the 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 having difficulty in reaching competency to a student who is **failing their placement and failing to reach the competencies** at the point in time on the placement.

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 **“Performance Warning Signs”** (in section 3.8.1 below). 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 phase of the Targeted Competency Pathway and the first action plan (as per concerns management form) are not achieved.

Phase 2

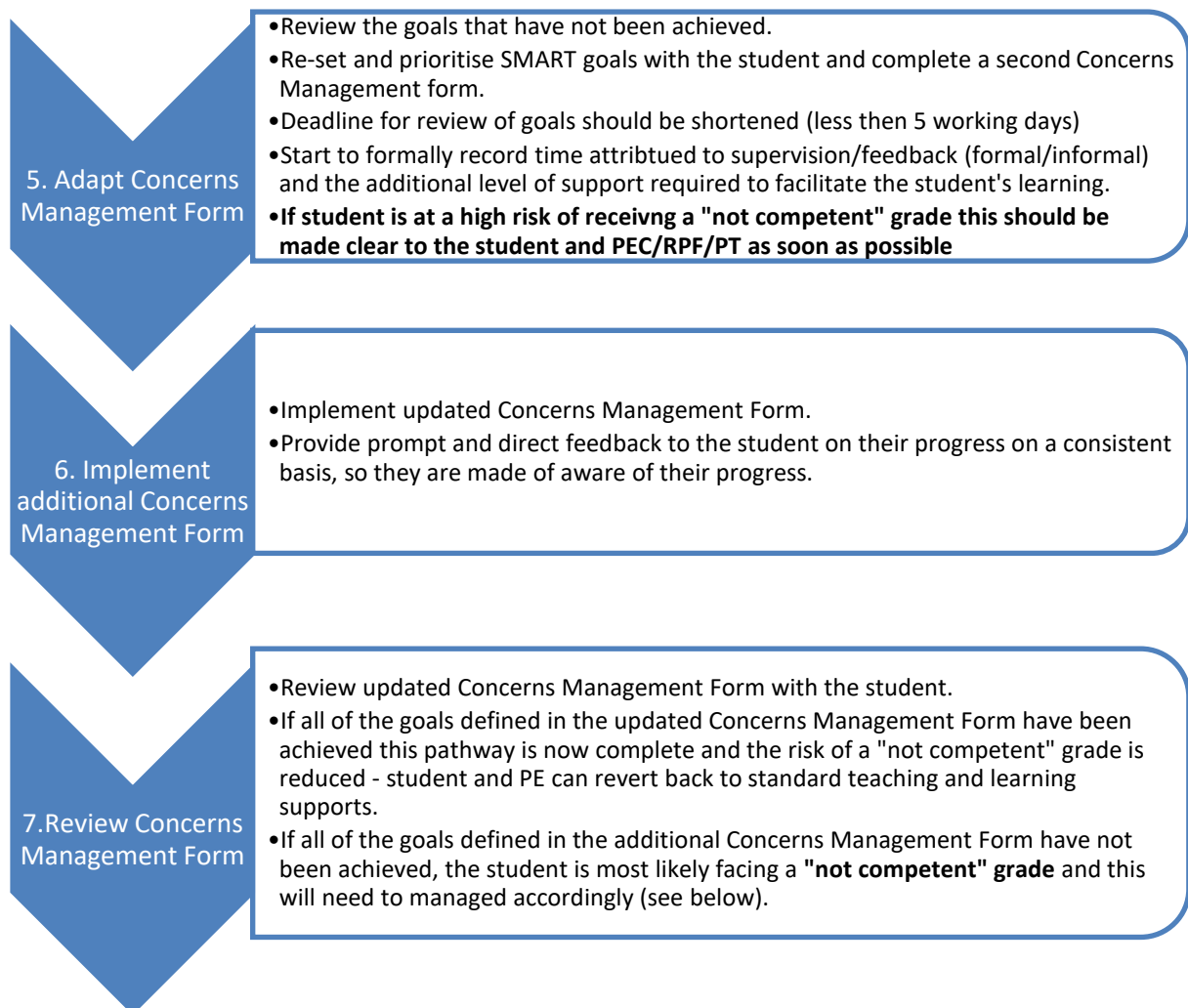


Figure 9. Phase 2 of the Targeted Competency Pathway

***Note:** If the student reaches step 5 of the targeted competency pathway whereby the action plan on the concern's management form is being completed for a 2nd time, the practice educator and student should be aware that the student is **now at a high risk of failing**. At step 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.

3.8.1 Performance Warning Signs

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, suggestions, and encouragement.
- Consistent demonstration of lack of insight of the student 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/professional and personal commitments on a consistent basis.
- Persistent lateness to placement.
- Lack of follow through on practice education and/or site protocols.
- Disrespect to the practice educator or other members of the placement site.
- 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/safety with and/or handling of patients and/or
 2. The reliability of the student’s observational/evaluation skills
- The occurrence of one or more critical incidents (*see definition below) despite prompt and direct feedback following each incident.

**Critical incident:*

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 list above may prove to be a useful reference point for PEs this list should not be used in isolation and/or without concrete and consistent evidence to support concerns.

The circumstances/incidents listed above are examples only. Should similar circumstance/incidents/indicators be apparent in the case of a student experiencing competency-related challenges 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 PE and student should be utilised.

3.8.2 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 PE must be well prepared for this discussion and he/she must be clear on the reasons for and evidence behind the “not competent” grade. All relevant documentation **MUST** be completed at the time in which the “not competent” grade is being delivered. Such documentation includes: the completed final assessment form (all sections to be finalised and signatures inputted); completed supervision forms; completed concerns management forms; summary of relevant correspondence between student and PE relating to competency development etc. This documentation must be forwarded to the Practice Education Coordinator in the Discipline of Occupational Therapy, as these documents are required.

Both the PE and the student will be offered the opportunity to debrief with their Practice Tutor (PT) and/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 experiences.

3.8.3 Key points regarding the management of a student experiencing competency-related difficulties

Case-by-Case: Cases where a student is struggling to reach competency 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 Tutor or 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 students experiencing competency related difficulties.

Clarifying student’s understanding of feedback provided: When providing important feedback to students experiencing competency related difficulties 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.

Section 4:

Practice Education

Protocols and

Essential Information

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.

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 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/>

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: 01 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/they may be required to withdraw from the Occupational Therapy course, as per the College Calendar.

4.5 Student Insurance (Protocol 7)

Students studying on the Trinity Occupational Therapy programme should be covered by the placement provider.

Additional, proof of Trinity College Dublin indemnity and insurance is also 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 education site e.g., 35 hours per week. They must work a minimum of a 35-hour week to attain the (required) 1,000 hours to graduate. In working a minimum of a 35-hour week, it is expected that the student will have over 1000 hours of practice education accumulated at the time of graduation. Planning for excess hours therefore assists with the management of unanticipated leave as/when required.

The following are NOT included in placement hours:

- Lunch Break - minimum of a half an hour
- Sickness or any other absences (example: emergency medical appointment; compassionate leave)
- Bank holidays or statutory days.

The following ARE included in placement hours:

- Mandatory Study Time (off site or on site) – 3 hours per week
- Halfway and final return days (to the University) – full days

Please see the table below for estimated placement hours over the course of the 4 years.

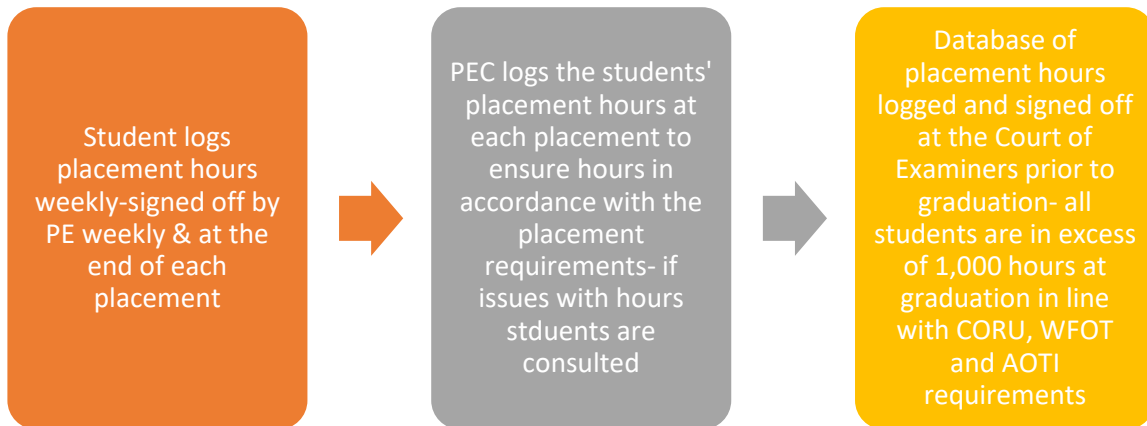
Year	Estimated total of hours to be completed based on 35 hour working week
Junior Freshmen/1 st year	2 weeks x 35 hour working week= approx. 70 hours
Senior Freshmen/2 nd year	8 weeks x 35 hour working week= approx. 280 hours
Junior Sophister/3 rd year	12 weeks x 35 hours working week= approx. 420 hours (2 public holidays over this period therefore approx. 406 hours)
Senior Sophister/4 th year	11weeks x 35 hours working week = approx. 385 hours (1 public holiday over this period therefore approx. 378 hours)
Important note:	*A minimum of 250 hours is necessary to pass the placement at 2nd, 3rd and 4th year level.

All hours worked are to be recorded on the Practice Education Assessment Form (“Student Hours log” section) 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.

Upon completion of the final assessment, both the student and PE must calculate the total hours worked and record any absences and/or public holidays over the course of the placement (page 1 and 2 of the assessment form).

Upon retrieval of the assessment forms, the Practice Education Coordinator will review and record the total placement hours and input these hours into a database of student placements/student placement hours. This database is monitored and maintained by the Practice Educator Coordinator within the Discipline of Occupational Therapy. Should any issues/concerns arise regarding a student’s placement hours this is managed promptly by the Practice Education Coordinator and the student is consulted.

The Practice Education Coordinator reviews the student hours regularly to ensure that each student will reach the required 1,00 hours of placement.



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, will 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.**

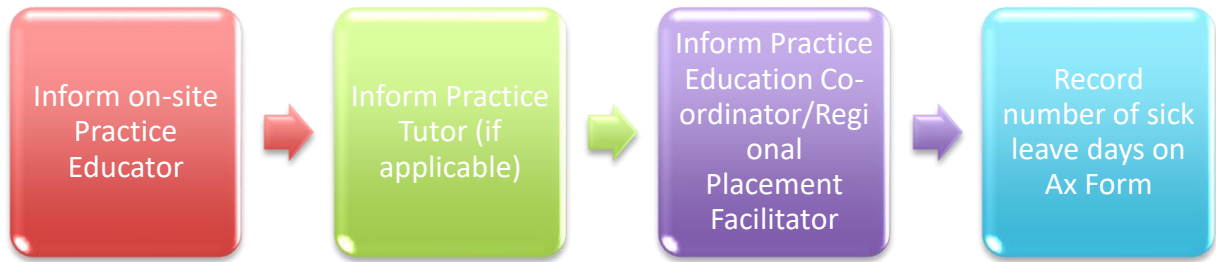


Figure 10. Sick leave Process

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.

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 placement sites. This is non-negotiable.

Engagement in College 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.

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 (PEC) /Regional Placement Facilitator (RPF). 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:

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

NOTE: If a student makes a medical withdrawal from a placement having completed $\geq 80\%$ of the placement, their placement competency status at the time of medical withdrawal will stand. If the student is in good standing a decision may be made by the court of examiners (based on the practice educator's assessment of competency) to allow the student to pass the placement. If a student is not meeting the required level of competency with $\geq 80\%$ of the placement completed and then takes a medical withdrawal, their placement status (**not competent**) will be considered by the court of examiners and may stand, and the placement may be recorded as a **fail**.

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”) *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 via Microsoft Forms	Complete and return to Practice Education Coordinator via Microsoft Forms
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

student's 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 university (PEC/RPF) 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 always protected. 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) 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.

Students must complete the Consent course on HSELand.

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 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 education 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

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 jewelry 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 piercings 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, as it integral to the degree.

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 (IF "competent" grade is obtained), but this **may not always be possible due to timing constraints and/or placement availability and/or student readiness.**

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 second "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 and/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 and that all relevant documentation is completed to support this decision-making. A formal notification will need to be put forward by the placement site (appointed Occupational Therapy Manager) outlining the reasons for the 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 (where this option is available).

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 second “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:

[Dignity and Respect Policy - Equality, Diversity and Inclusion | Trinity College Dublin \(tcd.ie\)](#)
[Complaints Procedure - About Trinity - Trinity College Dublin \(tcd.ie\)](#)

If dignity and respect cases emerge on a placement site, then the policies relevant to that site will be followed. Please see local policies on the placement site.

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 Discipline of Occupational Therapy 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/studentsservices.



Figure 11. Trinity Student Support Services

4.30 Students with a Disability (Protocol 32)

Many students may self-manage their disabilities during practice education placements. However, those needing reasonable accommodations can seek support from Trinity

College's Disability Service, as detailed in the Reasonable Accommodation Policy for Students with Disabilities.

Once registered, students must independently choose whether to disclose their disability during practice education placements and whether to utilise any reasonable accommodations. The decision is entirely up to the student, and they will receive no external direction on this matter. Nonetheless, the Discipline of Occupational Therapy does endorse disclosure on placements.

Students must advise the Practice Education Coordinator whether they are planning to disclose or not in advance of the placement commencing. Should a student opt to disclose their disability, they can share their Professional Learning Education Needs Summary (PLENS) with their Practice Educator. **This will be coordinated with the Practice Education Coordinator to ensure compliance with protocols such as data protection and pre-placement meetings.**

If a student decides not to disclose their disability, they cannot receive any reasonable accommodations during their placement.

Outline of the PLENS process



Disability Application Submission - A student applies for reasonable accommodations with the disAbility Service.



Needs Assessment & Support Level - An initial assessment to determine the level of support needed.



Level 1: PLENS Overview - For new entrants, encouraging discussions with academics and possibly returning to disAbility Service for more planning.



Level 2: Detailed Planning

Step 1: Detailed assessment and PLENS draft with Disability Officer.

Step 2: Collaborate with Placement Coordinator to finalise accommodations with all parties.



Accommodations Report & Start - Create and circulate PLENS report, ensuring GDPR compliance.



Feedback Loop - Continuous feedback on placement and PLENS, with possible adjustments.



Review & Conclusion - Review meetings leading to the conclusion of the placement.

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. Students 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.

4.35 Contact/Raise Concerns in relation to Placement (Protocol 35)

All parties involved in practice education (i.e. student, practice educator, practice tutor, manager etc) should raise any concerns relating to placement with the Practice Education Coordinator where they will be dealt with in line with Section 5 of this handbook.

Section 5: Processes and Procedures for Approving and Monitoring Practice Education Placements

Section 5: Trinity College Dublin Occupational Therapy Processes and Procedures for Approving and Monitoring Practice Education Placements

5.1 Importance of Quality in Practice Education

The importance of quality in the context of Practice Education in health and social care professions has been well documented throughout national and international literature. Within the Discipline of Occupational, various processes and mechanisms are in place to ensure and maximise the quality of Practice Education. Various mechanisms and structures guide and support the maintenance of quality in practice education and these are outlined in the figure below:



In 2022, the Health and Social Care Professions launched “*The National Health and Social Care Professions Quality Framework for Sustainable Practice Education*” which provides a supportive framework to enhance the development and maintenance of quality Practice Education in the Irish context. Since the launch of this framework, Trinity College Dublin (TCD) Occupational Therapy (OT) Practice Education Team (PET) have been making significant efforts to utilise the guidelines and tools recommended within this framework to maximise the quality of Practice Education and will endeavour to continue their commitment to this framework into the future (HSCP, 2022). These guidelines have influenced the quality at each stage of the practice education placement; before, during and after. All audit, evaluation and feedback tools used by the TCD OT PET are based on the

HSCP National Interprofessional Placement Evaluation Tools which are available for review at the following weblink: [HSE-National-Interprofessional-Placement-Evaluation-Tools](#)

In addition, the Discipline of Occupational Therapy have also devised and implemented written Memorandums of Understanding with each placement site (where students are located on placement- please see Practice Education Handbook Appendix for Details on the Memorandum of Understanding). Within this Memorandum of Understanding, the roles, and responsibilities between the education provider, in this case Trinity, and the placement provider are detailed together with a description of the requirements for a quality learning experience for students. Additionally, the various policies and procedures (including GDPR and Garda Vetting) are documented and outlined. Furthermore, it states each party's intention to comply with agreed actions. These Memorandum's of Understanding are agreed at a managerial level.

The Occupational Therapy Placement Offer and Pre-allocation Agreement Form is also utilised to maintain and ensure quality of practice education throughout the different stages. This Occupational Therapy Placement Offer and Pre-allocation Agreement Form is sent via Microsoft Forms to all Practice Educators facilitating a student placement. It outlines quality statements and actions that a Practice Educator must agree and comply with in supporting a student placement. Additionally, it seeks all relevant placement related details of the placement and is completed to finalise the offer stage of the placement process. Please see the Practice Education Handbook Appendix for a Copy of the Occupational Therapy Placement Offer and Pre-allocation Agreement Form.

The Practice Education Handbook and Appendix also acts as a quality assurance mechanism, as it clearly outlines the governance structure in place to support student placements. This handbook and appendix are provided to both practice educators and students in advance of the placement and is recommended for use throughout the placement to support the ongoing management of the placement.

TCD OT PET's commitment to quality assurance and continuous monitoring throughout each phase of the practice education process is paramount, as demonstrated by the actions implemented at every stage of the placement process, involving placement sites, educators, and students. The subsequent sections detail the mechanisms by which quality is upheld at the various stages of practice education placements.

5.2 Overview of Quality Assurance Processes and Procedures undertaken BEFORE placement

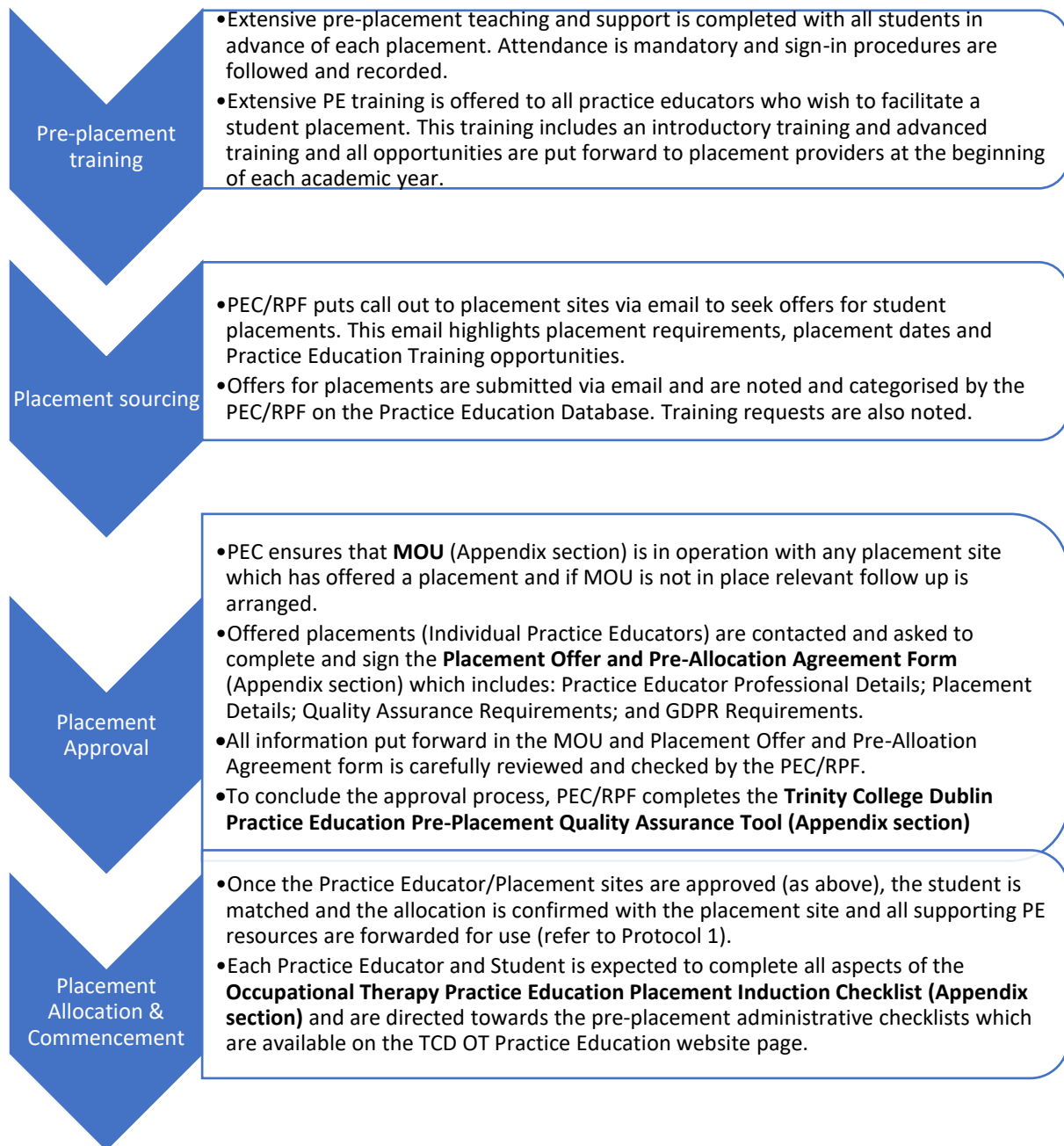


Figure 13. Overview of Quality Assurance Processes and Procedures undertaken BEFORE placement

5.2.1 Overview of actions to address issues relating to the quality of practice education placements arising **BEFORE** the placement commences.

If issues relating to the quality of the placement are identified during the placement approval process (as outlined above), the following actions are taken by the Practice Education Coordinator and/or Regional Placement Facilitator.

If it is determined that an action cannot be taken to address the raised concern (relating to quality), the placement offer is not accepted, and no student is allocated to this placement site. The site is advised of the rationale for this decision. Depending on the nature of the issue, the specific concern may be escalated to other relevant personnel if needed (e.g., Human Resources, HSE management, Senior Tutor, Mediation, CORU, Fitness to Practice Committee etc).

If it is determined that the raised concern can be resolved in a timely manner with a quality assurance action plan (Appendix section) prior to the placement commencing, the Practice Education Coordinator or Regional Placement Facilitator provides necessary information and/or support to the relevant stakeholder to address and resolve the issue in order to comply with existing policies and procedures. A timeframe for review and evaluation of the action plan is agreed prior to the student going on the placement.

Please see process map below which clearly highlights the steps involved in addressing issues relating to the quality of practice education placements arising **BEFORE** the placement commences.

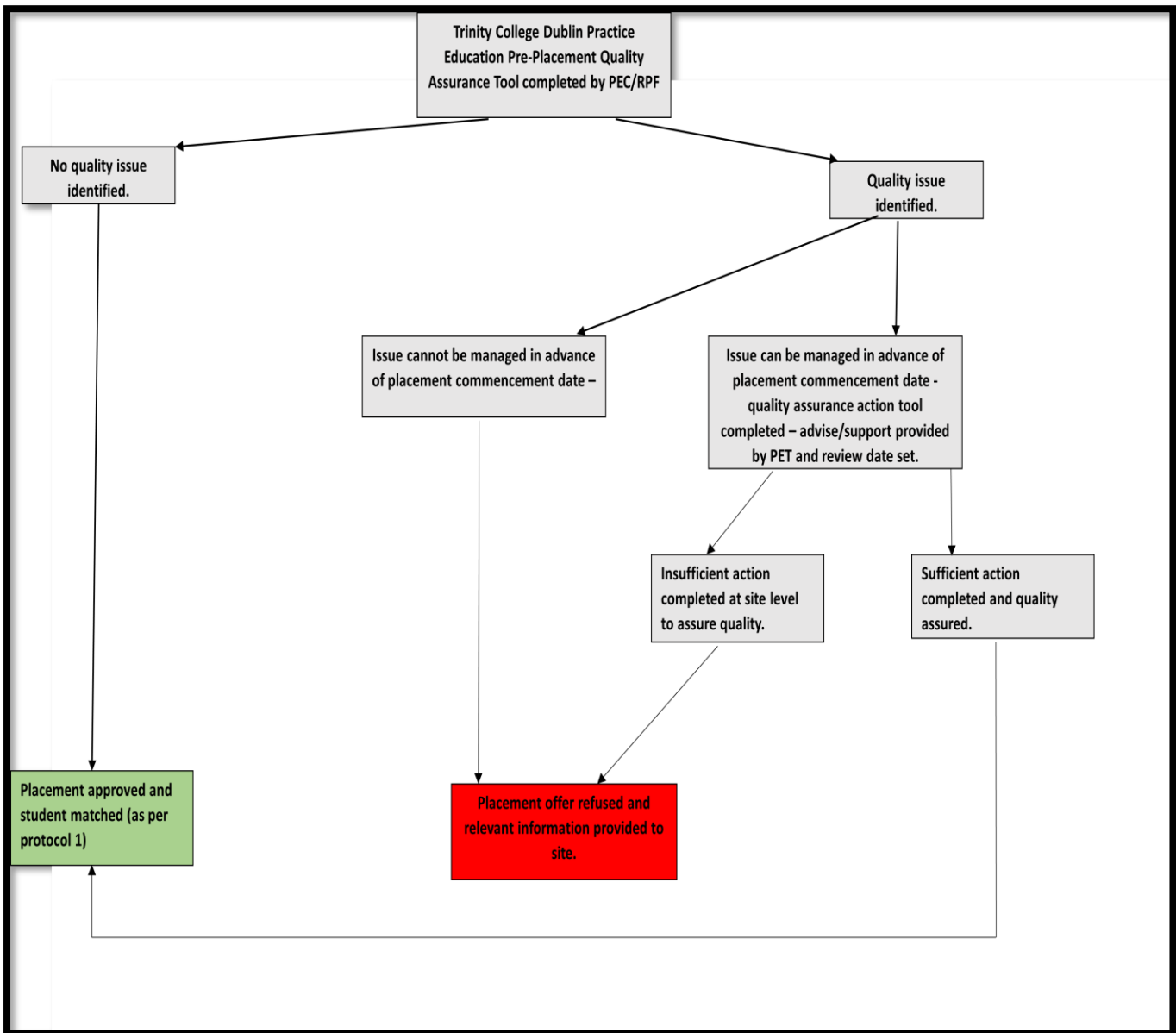


Figure 14. Process Map detailing actions for addressing quality related issues arising BEFORE the placement commences.

5.3 Overview of Quality Assurance Processes and Procedures undertaken DURING placement

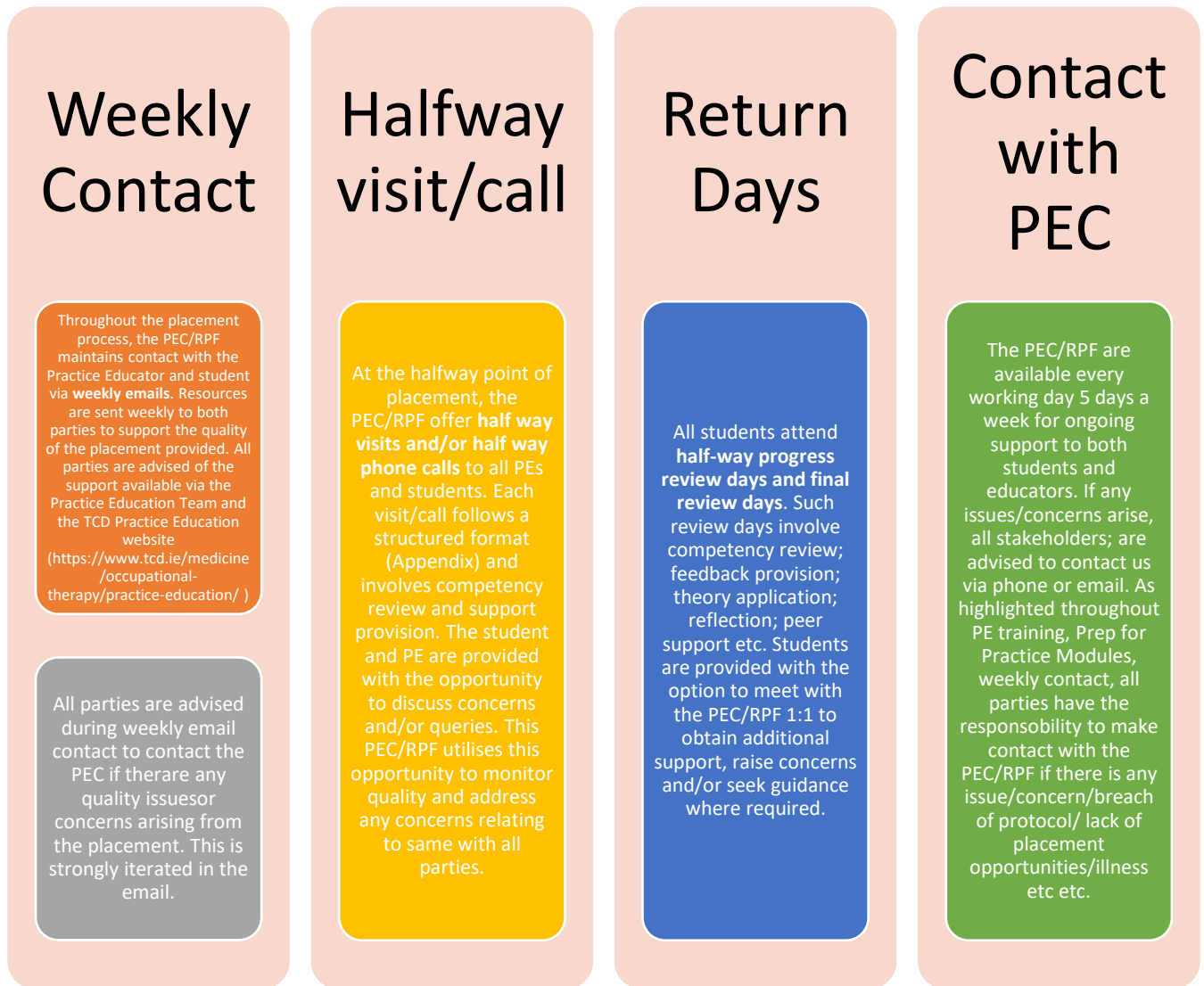


Figure 15. Overview of Quality Assurance Processes and Procedures undertaken DURING placement

5.3.1 Overview of actions undertaken to address issues relating to the quality of practice education placements arising DURING the placement process.

If a quality related issue is raised during the placement process the PEC/RPF discusses the issue causing concern in greater detail with the relevant stakeholder/s (e.g., student, Practice Educator, and/or Practice Tutor) and gathers as much information as possible. The PEC/RPF assesses the issue raised in relation to existing policies, protocols, procedures (as

per the Practice Education Handbook, the College Calendar etc). This may involve consultation with the Head of Discipline and/or other University personnel.

If the issue is not in breach of existing policies and procedures, the Practice Education Coordinator or Regional Placement Facilitator clarifies for the stakeholder why this is not in breach of existing policies and procedures and IF required, provides additional recommendations and/or support to address the issue(s) raised.

If the issue is in breach of existing policies and procedures, the Practice Education Coordinator or Regional Placement Facilitator clarifies which policy and procedure it relates to. The nature of the breach is notified and explained to the relevant stakeholders by the Practice Education Coordinator and if relevant, the Head of Discipline.

The Practice Education Coordinator or Regional Placement Facilitator determines whether the issue can be resolved in order for the placement to meet the requirements of a quality learning environment. This may involve consultation with the Head of Discipline and/or other University personnel. The explicit steps that are required for the issue to be resolved, in the format of a clear action plan (Appendix section), is provided to the relevant stakeholder in writing.

If it is determined that the action plan cannot be completed, the placement is cancelled, and the student is withdrawn and allocated to a different placement site. All stakeholders are informed of the rationale for this decision. Depending on the nature of the issue, the specific concern may be escalated to other relevant personnel (e.g., Human Resources, HSE management, Senior Tutor, Mediation, CORU, Fitness to Practice Committee etc)

If it is determined that the issue can be resolved in a timely manner without negatively impacting on the continuance of the placement, the Practice Education Coordinator or Regional Placement Facilitator provides necessary information and/or support to the relevant stakeholder to address and resolve the issue in order to comply with existing policies and procedures. A timeframe for review and evaluation of the action plan is agreed. Depending on the nature of the concern, the student may be withdrawn, and the placement may be deferred until the action plan is complete. Information and support is provided via several formats, as relevant.

The Practice Education Coordinator or Regional Placement Facilitator reviews and evaluates the completion of the action plan with the relevant stakeholders within the timeframe agreed.

- A. If the action plan has been completed and there are no additional concerns, no further action is required.
- B. If only part of the action plan has been completed, a new, refined action plan is developed, and additional information and support is provided if needed. As above, depending on the nature of the concern, the student may be withdrawn, and the placement may be deferred until the new, refined action plan is complete. The action plan is reviewed within an agreed timeframe.
- C. If the action plan has not been completed, the student is withdrawn, the placement is cancelled, and the student may be allocated to a different placement site. All stakeholders are informed of the rationale for this decision. Future students will not be allocated to this placement site until it is demonstrated that the action plan has been completed.

Please see process map below which clearly highlights the steps involved in addressing issues relating to the quality of practice education placements which arise **DURING** the placement process.

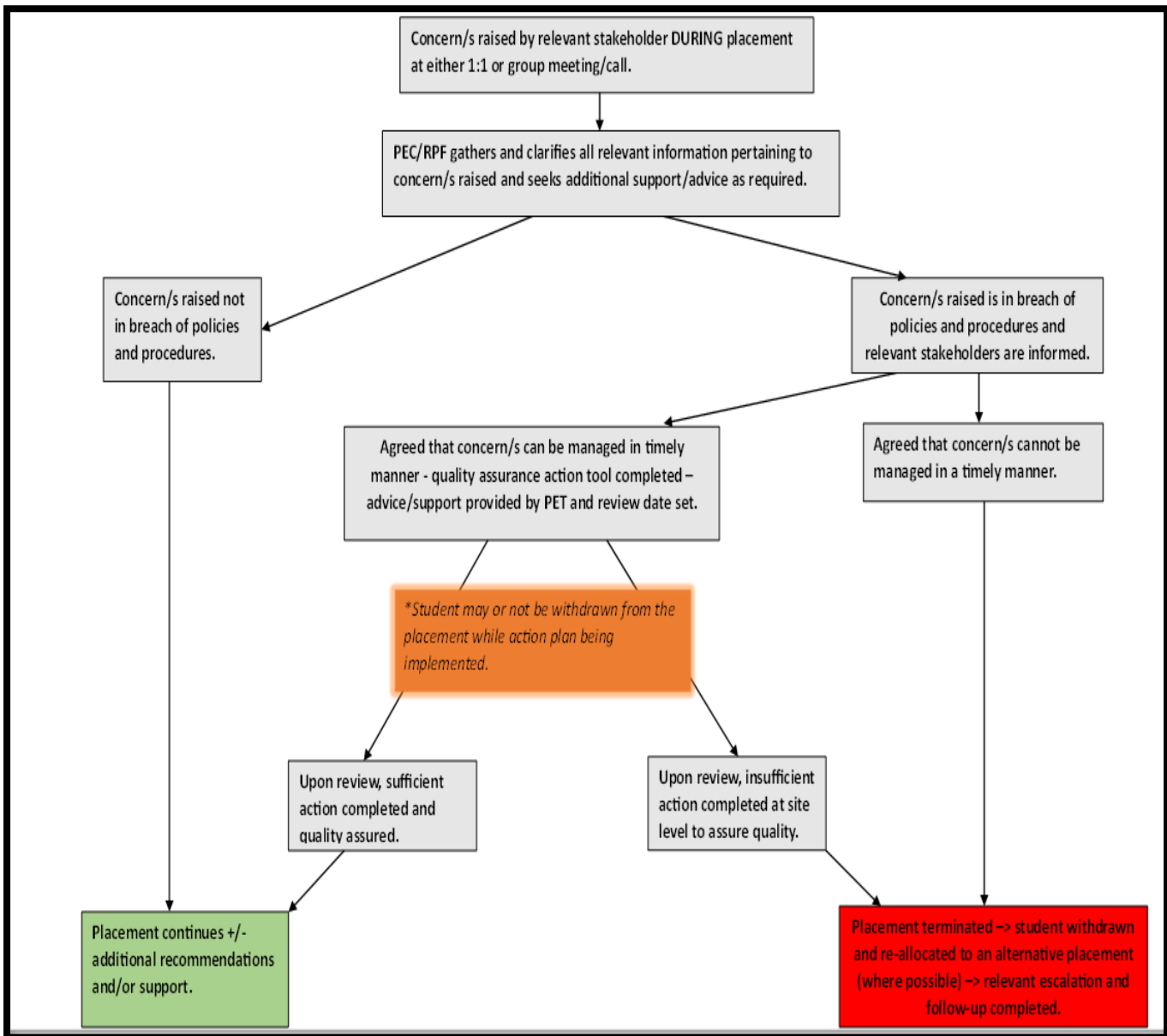


Figure 16. Map detailing actions for addressing quality related issues arising DURING the placement process.

5.4 Overview of Quality Assurance Processes and Procedures undertaken AFTER placement

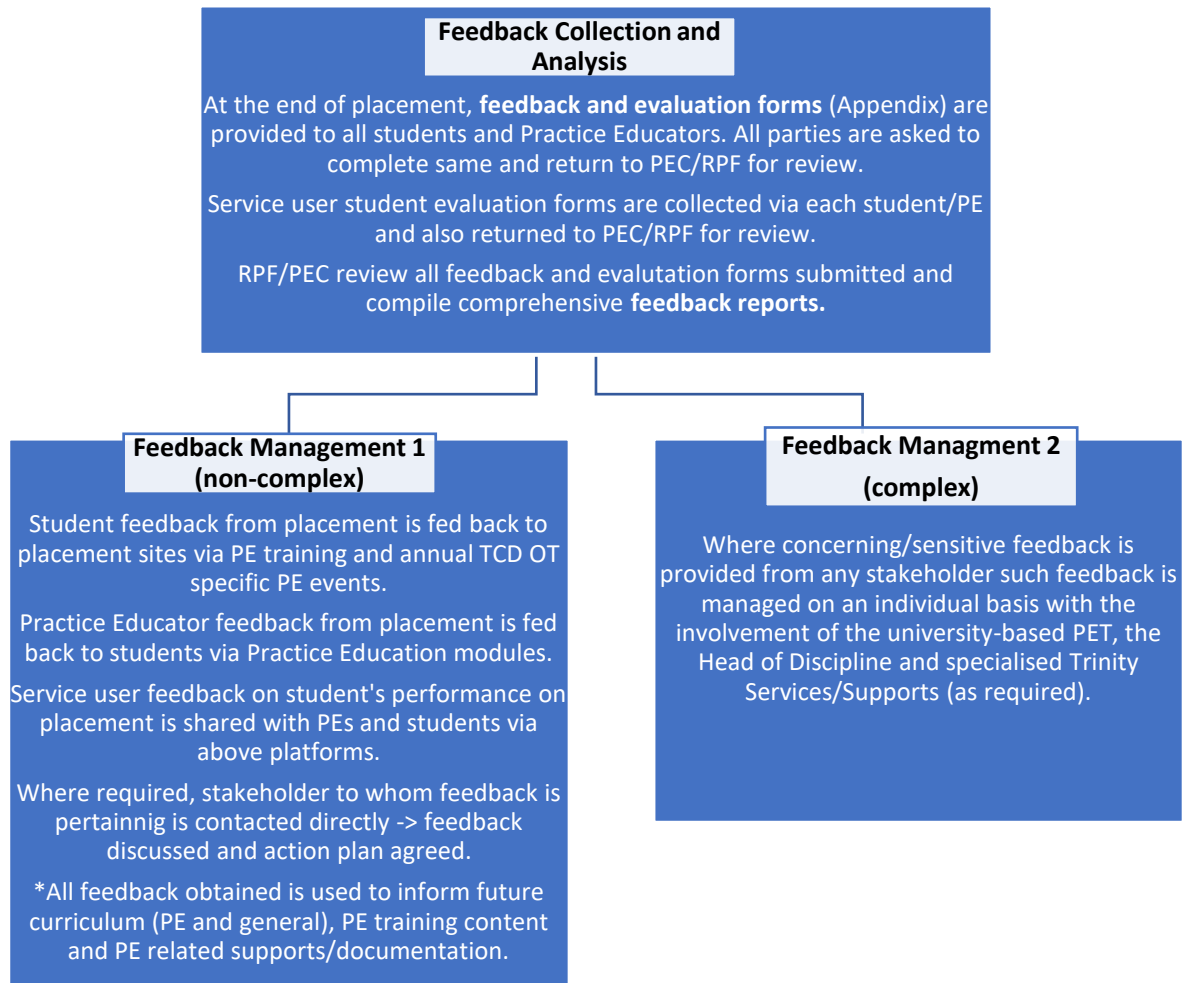


Figure 17. Overview of Quality Assurance Processes and Procedures undertaken AFTER placement

5.4.1 Trinity College Dublin Practice Education feedback and evaluation tools

All feedback and evaluation tools used by the TCD OT PET are based on the HSCP National Interprofessional Placement Evaluation Tools which are available for review here and as discussed above in section 5.1: [HSE-National-Interprofessional-Placement-Evaluation-Tools](#)

5.4.2 Trinity College Dublin Practice Education Feedback Reports

Once feedback is collected via above tools, the PET compile feedback reports which present feedback in a clear and concise manner and conclude with a “key considerations and proposed actions” section. All feedback reports are discussed at PET meetings and relevant actions are assigned and reviewed dates are agreed. Where required, quality issues/concerns are inputted into the “quality assurance action plan” form (Appendix Section) which identifies key steps in the management of specific quality issues/concerns. In addition, the PEC feeds all relevant information back to the Head of Discipline if required and also at the regular Curriculum Committee Meetings. Students are also entitled to raise any concerns about Practice Education at these regular Curriculum Committee meetings.

5.4.3 Overview of actions to address issues relating to the quality of practice education placements AFTER the placement has been completed.

Positive Feedback

Where positive feedback is provided by a stakeholder this is noted and shared via teaching and training platforms. Where remarkably positive feedback is provided by a stakeholder the individual/organisation to which the feedback is pertaining is alerted.

Constructive feedback

Where constructive feedback is provided by a stakeholder this is noted and shared via teaching and training platforms. When specific quality indicators are marked “Not Met” the PET arrange a follow-up contact with the stakeholder in question to discuss this feedback and explore opportunities for development/improvement. Quality Assurance Action Plans are used as and when required.

Complex Feedback Management:

Before completing the feedback and evaluation tools stakeholders are advised that feedback of a concerning nature will be managed in a sensitive manner and will be dealt with according to the policies and procedures of Trinity College Dublin and/or the health service/institution (e.g. policies and procedures within the HSE that have provided the placement). Stakeholders are advised that concerning feedback in some cases cannot remain confidential and actions may have to take place to follow up on same, to ensure duty of care and good practice.

Where concerning feedback is provided by a stakeholder, the stakeholder who has provided the feedback is contacted directly and a one-to-one meeting is arranged with the Practice

Education Coordinator/the Regional Placement Facilitator/Head of Discipline (where required).

The feedback highlighted is discussed and a collective decision is made regarding the management of this feedback (advice may need to be sought from specialised college personnel).

- Where appropriate, feedback/issue is fed back to the stakeholder to whom the feedback is pertaining to in an objective and professional manner and recommendations are advised for future purposes.
- Where necessary, feedback/issue received is escalated and support is requested by additional personnel. In such cases, Trinity local policies and procedures are carefully adhered to and advice is sought to manage the situation.

Please see process map below which clearly highlights the steps involved in addressing issues relating to the quality of practice education placements which arise **AFTER** the placement has been completed.

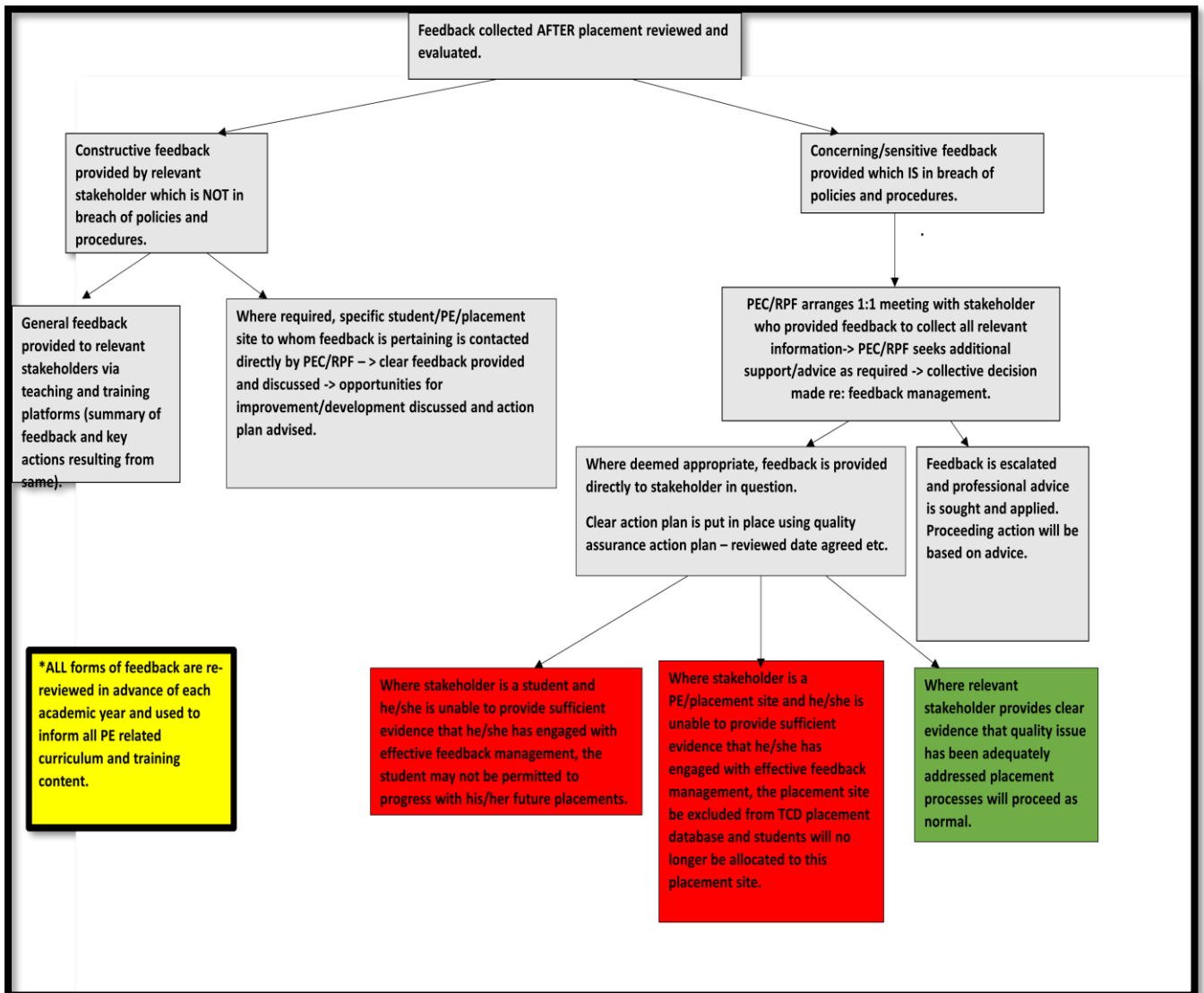


Figure 18. Process Map detailing actions for addressing quality related issues arising AFTER the placement has been completed.

5.5 Important Contact Details to raise any issues pertaining to placement

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