

# **Practice Education Handbook Appendices**

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## Appendix 1: Junior Fresh Timelines and Expectations for Practice Education



### **Discipline of Occupational Therapy**

### **Timelines and Expectations for Practice Education: Junior Fresh (1<sup>st</sup> Year) 2-week placement**

### **Guidelines for the Practice Educator and the Student**

This list of competencies is not exhaustive, it is intended as a guide to give some clarity on expectations of performance and some trigger questions or comments that may be useful to elicit these.

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

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

## **Competencies**

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

- Never discuss clients outside of the clinical setting.
- Do not have conversations about clients on the corridors or in the canteen.
- Never remove information relating to clients from the clinical site.
- Demonstrate knowledge and understanding of department procedures on attendance and appropriate professional behaviour.
- Present self in appropriate clothing, wear name badge, and make sure you are clean and with hair well-groomed and tidy.
- Introduce self to staff and clients as appropriate.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Complete reading requirements and any other necessary information.
- Set learning contract goals for the two-week period with assistance.
- Ask questions, make observations.
- Actively verbalise thoughts and opinions on observations/reading.
- Discuss your observations after sessions or at formal supervision.
- Actively communicate with your Practice Educator.
- Review a file prior to a session.
- Develop awareness of at least one assessment in the department and what area it covers.
- Follow infection control guidelines.
- Assist with set-up or clearing of a room for a session, replacing equipment safely and securely.
- Be on time and prepared for sessions and meetings.

### **Trigger questions/statements**

- Student should not divulge personal information such as personal telephone number, address, etc.
- Try not to worry about things, stay calm, be yourself and ask questions if you are not sure of something.
- Throughout placement, thinking something does not let your practice educator or practice tutor know you know it. Don't worry about getting things wrong, you are here to learn. Saying something out loud or writing it down helps you process it further; it allows us to guide you to the next level or clear up any confusion on a particular topic.
- What exactly did you observe? What did you see the client do?

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



### Discipline of Occupational Therapy

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

### Guidelines for the Practice Educator and Student

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

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

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

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

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

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

## **WEEK 1 – 2**

### **Occupation**

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

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

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

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

### **Communication**

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

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

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

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

### **Occupational Therapy Process**

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

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

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

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

### **Professional Behaviours**

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

- Never discuss clients outside of the clinical setting.
- Do not have conversations about clients on the corridors or in the canteen.

- Never remove information relating to clients from the clinical site.
- Demonstrate knowledge and understanding of department procedures on attendance and appropriate professional behaviour.
- Present self in appropriate clothing, wear name badge, make sure you are clean and with hair well-groomed and tidy.
- Introduce self to others as appropriate.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Present written information in a timely and professional manner.

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

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

### **Professional Development**

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

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

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

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

### **WEEK 3-4**

#### **Occupation**

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

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

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

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

#### **Communication**

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

- Bring up any questions or problems you may have.



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

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

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

## **Occupational Therapy Process**

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

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

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

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

## **Professional Behaviours**

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

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

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

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

### **Professional Development**

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

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

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

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

### **WEEK 5-6**

### **Occupation**

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

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

### **Trigger questions/statements**

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

### **Communication**

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

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

### **Trigger questions/statements**

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

### **Occupational Therapy Process**

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

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

### **Trigger questions/statements**

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

- Ask the student to identify the main assumptions of an identified frame of reference.

## **Professional Behaviours**

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

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

## **Professional Development**

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

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

### **Trigger questions/statements**

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

## **WEEK 7-8**

## **Occupation**

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

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

- Set up the environment in such a way as to enable the client or minimise the impact of disability.

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

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

### **Communication**

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

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

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

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

### **Occupational Therapy Process**

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

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

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

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

## **Professional Behaviours**

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

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

### **Trigger questions/statements**

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

## **Professional Development**

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

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

## Appendix 3: Junior Sophister Timelines and Expectations for Practice Education



# Discipline of Occupational Therapy Timelines and Expectations for Practice Education: Junior Sophister (3<sup>rd</sup> Year) 12-week Placement

## Guidelines for the Practice Educator and the Student

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

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

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

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

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

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

## **WEEK 1 – 2**

### **Occupation**

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

- Observe sessions and be able to articulate (written or verbal), what activities were used and how they were meaningful.
- Complete reading on occupations for your client group e.g. childhood occupations, teenage occupations, adult occupations.
- Be able to articulate what these occupations are.
- Demonstrate broader view of client i.e. their role in the family unit, their dependence on a family unit etc.
- Complete detailed analysis of activities.
- Be able to articulate the difference between activity and occupation.

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

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

### **Communication**

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

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

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

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



- Think of something I did, why do you think I did/ said that?

## **Occupational Therapy Process**

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

- Have detailed clear knowledge of conceptual models.
- Be aware of frames of reference used in this setting, be familiar with principles of same.
- Complete detailed reading on relevant frames of reference.
- Record written observations on therapy sessions and discuss these.
- Develop knowledge of assessments in department and what these are specifically used for.

### **Trigger questions/statements**

- Ask the student to draw out or explain the main points of the model that they are using to guide their thinking and work.
- Ask the student to explain the principles of a frame of reference., how does it guide intervention for this client group?

## **Professional Behaviours**

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

- Never discuss clients outside of the clinical setting.
- Do not have conversations about clients on the corridors or in the canteen.
- Never remove information relating to clients from the clinic.
- Assist in set up of a room for a session and clearing of the room, including sterilising toys.
- Present self in appropriate clothing, wear name badge, make sure you are clean and with hair well-groomed and tidy.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Present written information in a timely and professional manner. Use correct grammar, all handwritten documents should be legible and tidy.
- Become familiar with reading resources within department.
- Become familiar with all equipment in the department and its use, do not waste material resources.
- Read all local department policies and procedures.
- Follow infection control guidelines.
- Manage own diary, structuring day and client appointments.
- 

### **Trigger questions/statements**

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

## **Professional Development**

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

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

### **Trigger questions/statements**

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

## **WEEK 3-4**

## **Occupation**

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

- Show an understanding of what you can use the activities for.
- Collaborate with the client to choose appropriate activities for each client of a particular age, stage and ability.
- Show an understanding of and an ability to adapt or modify an activity.
- Show an understanding of use of an activity and the steps to bring this to an occupation.
- Engage a client in meaningful occupation.

### **Trigger questions/statements**

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

## **Communication**

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

- Bring up any questions or problems you may have.
- Actively communicate within the supervisory relationship, communicating observations, concerns, learning and coming to supervision sessions prepared.

- Actively communicate with all members of the department.
- Verbalise observations/ information gathered on a client/service user in a structured logical manner.
- Accept feedback positively and follow through on advice given.
- Interact with clients appropriately, enhancing not interfering with session.
- Continue developing note writing skills, e.g. if using SOAP notes now structuring notes correctly.
- Partake/assist in the facilitation of a group or in a group setting.
- Student should ask for clarification if they do not understand something or are not clear on what is expected of them.
- Structure reports under supervision e.g. home visit reports.

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

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

## **Occupational Therapy Process**

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

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

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

- Ask the student to talk through the client's narrative using the chosen conceptual model, ask them:
  - What does it highlight/ prioritise?

- Does it help you identify areas you need to know more about?
  - How does it guide you in what to do next?
  - Get the student to write this out if it helps.
- What did that activity allow me to work on with the client? What goal was I working towards?
- Role play, how to ask open questions, follow leads and redirect conversation if needed.

## **Professional Behaviours**

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

- Safely store equipment/toys back in their place.
- Follow through on all tasks in a timely fashion or to a designated deadline.
- Respect clients' attitudes and skills.
- Respect clients' choices and priorities and work with them.
- Be aware of local, national and department policies, procedures, legislation, and strategic plans, e.g., the Mental Health Act, the Disability Act, the EPSEN Act and, how they relate to Occupational Therapists working.
- Manage own stress and anxiety. Be calm if circumstances and demands change approach this in a calm logical manner. Prepare as best you can.
- The pace of a clinical environment can be changeable, adapt and respond to the demands of a given day e.g., on a busy clinic day when moving quickly from one appointment to another, keep up, list non-urgent questions for a later time, if unexpected gaps occur in a clinical diary know what else you need to do and use the time.
- Become familiar with specific skills of human and use different staff for advice as appropriate.
- Be prepared for meetings and sessions. Have equipment/room/necessary materials ready and set up.
- Have written work completed and given to your Practice Educator in a timely manner.
- Actively use all resources within the department.

### **Trigger questions/statements**

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

## **Professional Development**

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

- Continue to ask questions showing evidence of having reflected on them by suggesting potential answers or solutions.
- Complete full learning contract with support.
- Attend supervision with relevant documentation completed e.g. pre-supervision form, updated learning contract.
- Verbally identify what areas you feel you have good knowledge and skill in, areas where gaps may be present or areas you are finding challenging.

### **Trigger questions/statements**

- It is ok to say some things are hard, we expect that. It is very important to be able to identify what you are challenged by as well as what you are good at.

## **WEEK 5-6**

### **Occupation**

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

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

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

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

### **Communication**

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

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

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

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

### **Occupational Therapy Process**

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

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

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

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

### **Professional Behaviours**

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

- Plan set up of a room for a session to minimise risk.
- Carry out activities and interventions in a planned way within your capabilities.
- Clearly document sessions/ interventions/ assessments.
- Develop good therapeutic relationships with clients, do not become over-familiar.
- Manage time effectively, know exactly what tasks you need to complete and have an idea of how long this will take.

### **Professional Development**

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

- Continue to develop and use learning contract independently to guide goals/learning and show progress. Present at every supervision and keep updating.
- Identify own strengths and limitations in carrying forward session, goal setting and intervention.
- Identify how you are going to work towards building skills in weaker areas (using the learning contract and supervision).

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

- Ensure the student is clear on specific areas highlighted at halfway assessment as requiring focused work and that clear learning objectives are set for these. Remember it is also important that students can see their achievements to date and understand that competency in all skills is not expected at halfway.

## **WEEK 7-8**

### **Occupation**

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

- Independently with the client choose appropriate occupational activities for a session that are meaningful to the client, promote health and well-being, by addressing goals, participation, and occupational engagement.
- Through verbal and written work demonstrate an ability to analyse and grade activities and their use as a therapeutic intervention.
- Demonstrate an awareness of the impact of the environment on a client.

### **Communication**

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

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

### **Occupational Therapy Process**

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

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

### **Professional Behaviours**

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

- Demonstrate ability to prioritise tasks and manage time effectively and efficiently.
- Complete project by end of this time frame.

### **Professional Development**

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

- Display an ability to develop skills in identified areas of need.
- Actively drive forward own development by identifying and using learning opportunities available.

## **WEEK 9-10**

### **Occupation**

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

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

### **Communication**

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

- Work collaboratively with other multidisciplinary team members e.g. in joint sessions with physiotherapy or Speech and Language Therapy, or joint planning and decision making.
- Write clear, accurate and well-structured reports independently.

### **Occupational Therapy Process**

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

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

### **Professional Behaviours**

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



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

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

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

### **Professional Development**

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

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

## **WEEK 10-12**

### **Occupation**

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

- Plan future activities with clients and others e.g. home programmes or expectations for next few months after discharge from the student's caseload.

### **Communication**

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

- Continue to demonstrate and consolidate all previous skills.

### **Occupational Therapy Process**

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

- Manage time effectively to complete reports and notes, provide full handover of clients to Practice Educator by end of working time, i.e. full discharge of clients from student caseload to Practice Educator.

### **Professional Behaviours**

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

- Conclude therapeutic relationship with clients, manage discharge of clients appropriately.
- Present a project.

### **Professional Development**

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

- Show evidence of up to date professional development folder to your Practice Educator i.e. with copies of all pre-supervision forms/ learning contract/ assessment form.

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

## Appendix 4: Senior Sophister Timelines and Expectations for Practice Education



### Discipline of Occupational Therapy

## Timelines and Expectations for Practice Education: Senior Sophister (4<sup>th</sup> Year) 11-week placement Guidelines for the Practice Educator and the Student

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

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

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

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

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

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

## **WEEK 1 – 2**

### **Occupation**

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

- Observe sessions and be able to articulate (written or verbal), what activities were used? How were they meaningful?
- Complete reading on occupations for your client group e.g., childhood occupations, teenage occupations, adult occupations etc.
- Be able to articulate what these occupations are.
- Demonstrate broader view of client i.e., their role in the family unit, their dependence on a family unit.
- Complete detailed analysis of activities.
- Show an understanding of what you can use the activities for.
- Be able to articulate the difference between activity and occupation.

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

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

### **Communication**

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

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

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

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

- Describe what happened in that session.
- Tell me something you observed about the client, why did they do/ say that?
- Think of something I did, why do you think I did/ said that?

## **O.T. Process**

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

- Have detailed clear knowledge of conceptual models.
- Be aware of frames of reference used in this setting, be familiar with principles of same.
- Complete detailed reading on relevant frames of reference.
- Record written observations on therapy sessions and discuss these.
- Develop knowledge of assessments in department and what these are specifically used for.
- Identify priority assessments and read these in detail, observe use.
- Be familiar with group protocols.
- Observe session and write notes reflecting observation and analysis of these.
- Discuss sessions and reflect on therapists' choice of activity and what skills they were working on.
- Gather information on a client/service user accurately from the Occupational Therapy file or medical chart.

### **Trigger questions/statements**

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

## **Professional Behaviours**

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

- Never discuss clients outside of the clinical setting.
- Do not have conversations about clients on the corridors or in the canteen.
- Never remove information relating to clients from the clinical setting.
- Assist in set up of a room for a session and clearing of the room, including sterilising equipment.
- Present self in appropriate clothing, wear name badge, make sure you are clean and with hair well-groomed and tidy.
- Present with a positive manner, eager and enthusiastic, showing a willingness to learn.
- Present written information in a timely and professional manner. Use correct grammar, all handwritten documents should be legible and tidy.
- Safely store equipment/toys back in their place. Ensure all risky items are accounted for at the end of the session.
- Become familiar with reading resources within department.
- Become familiar with all equipment in the department and its use, do not waste material resources.
- Read all local department policies and procedures.

- Follow infection control guidelines.
- Manage own diary, structuring day, and client appointments.
- Be aware of local, national and department policies, procedures, legislation, and strategic plans, e.g., the Mental Health Act, the Disability Act, the EPSEN Act and, how they relate to Occupational Therapists working.
- Manage own stress and anxiety. Be calm if circumstances and demands change approach this in a calm logical manner. Prepare as best you can.
- The pace of a clinical environment can be changeable, adapt and respond to the demands of a given day e.g. on a busy clinic day when moving quickly from one appointment to another, keep up, list non-urgent questions for a later time, if unexpected gaps occur in a clinical diary know what else you need to do and use the time.

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

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

### **Professional Development**

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

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

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

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

## **WEEK 3-4**

### **Occupation**

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

- Collaborate with the client to choose appropriate activities for each client of a particular age, stage, and ability.
- Use activities to promote goal attainment.
- Show an understanding of and an ability to adapt or modify an activity.
- Show an understanding of use of an activity and the steps to bring this to an occupation.

- Under supervision work with the client to choose appropriate activities for a session that are meaningful to the client, promote health and well-being by addressing goals, participation, and occupational engagement.
- Engage a client in meaningful occupation or collaborate with the client to identify supports that enable participation in occupation in home/ community settings.
- Demonstrate an awareness of the impact of the environment on a client.

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

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

## **Communication**

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

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

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

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

- I am going to write notes on the session and give them to you.
- I am going to start the report following the template and then bring it to you to discuss.

## **Occupational Therapy Process**

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

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

### **Trigger questions/statements**

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

## **Professional Behaviours**

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

- Follow through on all tasks in a timely fashion or to a designated deadline.
- Respect clients' attitudes and skills.
- Respect clients' choices and priorities and work with them.
- Become familiar with specific skills of human resources and use different staff for advice as appropriate.
- Be prepared for meetings and sessions. Have equipment/room/necessary materials ready and set up. Take responsibility for these during and after the session.
- Have written work completed and given to your Practice Educator in a timely manner.
- Actively use all resources within the department.
- Plan set up of a room for a session to minimise risk.
- Develop good therapeutic relationships with clients, do not become over-familiar.
- Manage time effectively, know exactly what tasks you need to complete and have an idea of how long this will take.



### **Trigger questions/statements**

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

## **Professional Development**

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

- Continue to ask questions showing evidence of having reflected on them by suggesting potential answers or solutions.
- Complete full learning contract with support.
- Attend supervision with relevant documentation completed e.g., pre-supervision form, updated learning contract.
- Verbally identify what areas you feel you have good knowledge and skill in, areas where gaps may be present or areas you are finding challenging.

### **Trigger questions/statements**

- It is ok to say some things are hard, we expect that. It is very important to be able to identify what you are challenged by as well as what you are good at.

## **WEEK 5-6**

## **Occupation**

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

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

### **Trigger questions/statements**

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

## **Communication**

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

- Interact and engage with clients, effectively communicate interventions etc. e.g., to clients with identified cognitive difficulties, to parents/children, adapt communication accordingly.
- Demonstrate analysis of and reflection on observations.
- Identify specific need to liaise with other multidisciplinary team members independently and follow through on this.

- Clearly communicate in a group setting, e.g., team meeting.
- Present clearly written session plans to your Practice Educator in a timely manner before session.
- Participate in joint sessions, being clear on attaining your goals.
- Independently facilitate parts of a group, working collaboratively with other therapists involved.
- Write clearly structured reports and letters.

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

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

### **Occupational Therapy Process**

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

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

### **Professional Behaviours**

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

- Carry out activities and interventions in a planned way within your capabilities. Actively seek advice and support where required.
- Clearly document sessions/ interventions/ assessments.
- Demonstrate ability to prioritise tasks and manage time effectively and efficiently.

## **Professional Development**

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

- Continue to develop and use learning contract independently to guide goals/learning and show progress. Present at every supervision and keep updating.
- Identify own strengths and limitations in carrying forward session, goal setting and intervention.
- Identify how you are going to work towards building skills in weaker areas (using the learning contract and supervision).

### **Trigger questions/statements**

- Ensure the student is clear on specific areas highlighted at halfway assessment as requiring focused work and that clear learning objectives are set for these. Remember it is also important that students can see their achievements to date and understand that competency in all skills is not expected at halfway.

## **WEEK 7-8**

### **Occupation**

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

- Demonstrate an ability to develop activities for goal attainment that can be incorporated into the family home routine and daily occupations, and other environments relevant to the client.

### **Communication**

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

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

### **Occupational Therapy Process**

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

- Ongoing intervention and session plans with at least 3 clients from previous week showing ability to modify plans and clinically reason.
- Continue to independently write accurate notes in files.
- Increased clinical reasoning and reflection on practice.
- Independent working with 2- 5 individual clients and 1 - 3 groups feeding back to PE.

- Coordinating sessions and administration (notes, reports).
- Managing priorities effectively.
- Evaluate and critique outcomes of interventions.
- Modify interventions as necessary to ensure positive movement towards goal attainment.
- Write reports, letters, and home programmes with less correction.
- Recognise that intervention has many formats e.g. a conversation with a caregiver/parent, identifying social supports for a person, linking the client with community supports, writing a report to support an application, running a training session for parents/teachers/carers.

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

- Ask student to brainstorm and list possible intervention formats/change modalities.

### **Professional Behaviours**

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

- Demonstrate an ability to source relevant current literature and research and use it to guide/support or inform practice in this setting.

### **Professional Development**

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

- Display an ability to develop skills in identified areas of need.
- Actively drive forward own development by identifying and using learning opportunities available.

## **WEEK 9-10**

### **Occupation**

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

- Demonstrate understanding of occupations through the case study.
- Plan future activities with clients and others e.g., home programmes or expectations for next few months after discharge from the student's caseload.

### **Communication**

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

- Continue to demonstrate and consolidate all previous skills.

### **Occupational Therapy Process**

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

- Effectively manage caseload of 2- 5 individual clients and 1 - 3 groups.
- Begin to prepare clients for discharge/termination of their therapeutic relationship.

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

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

## **Professional Behaviours**

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

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

### **Trigger questions/statements**

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

## **Professional Development**

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

- Continue to demonstrate and consolidate all previous skills.

## **WEEK 11**

## **Occupation**

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

- Continue to demonstrate and consolidate all previous skills.

## **Communication**

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

- Continue to demonstrate and consolidate all previous skills.

## **Occupational Therapy Process**

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

- Manage time effectively to complete reports and notes, provide full handover of clients to your Practice Educator by end of working time, i.e., full discharge of clients from student caseload to Practice Educator.

## **Professional Behaviours**

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

- Conclude therapeutic relationship with clients, manage discharge of clients appropriately.
- Present a case study illustrating an ability to integrate relevant current literature and research to support or critique interventions.

## **Professional Development**

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

- Show evidence of up-to-date professional development folder to Practice Educator i.e. with copies of all pre-supervision forms/ learning contract/ assessment form.

- Provide hard and paper copy of any projects and case study to the Practice Tutor or Practice Educator.

## Appendix 5: Junior Fresh Assessment Form



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

# Junior Fresh Practice Education Assessment Form

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

<b>NAME OF STUDENT</b>		
<b>NAME AND ADDRESS OF SERVICE</b>		
<b>PLEASE SPECIFY TYPE OF EXPERIENCE (I.E. PHYSICAL OR PSYCHOSOCIAL)</b>		
<b>PLEASE SPECIFY CLINICAL AREA OF PRACTICE **NO ABBREVIATIONS ACCEPTED**</b>		
<b>DATE OF EXPERIENCE (dd/mm/yyyy)</b>	<b>From</b>	<b>To</b>
<b>NAME OF PRACTICE EDUCATOR(S)</b>		
<b>NUMBER OF DAYS ABSENT (ACROSS 2 WEEK PLACEMENT)</b>		
<b>TOTAL HOURS COMPLETED (ACROSS 2 WEEK PLACEMENT)</b>		
<b>OVERALL LEVEL OF ACHIEVEMENT (Please tick the relevant box)</b>		
<b>COMPETENT</b> <input type="checkbox"/>	<b>NOT COMPETENT</b> <input type="checkbox"/>	
<p><b>N.B.</b> If a student is awarded a not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement.</p>		
<b>SIGNATURE OF PRACTICE EDUCATOR</b>		
<b>EMAIL OF EDUCATOR/S</b>		
<b>SIGNATURE OF STUDENT</b>		

**Both** signatures are required *and must be inputted on the day that the final assessment is completed.*

STUDENT HOUR LOG		
Week (From – To) (dd/mm/yyyy)	Hours Completed	Initials of Practice Educator
1.            to		
2.            to		

**To be completed by Practice Educator:**

Sick leave hours taken:		Sick leave hours made up:	
Sick leave certified:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Sick leave cert forwarded to PEC*:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other leave/absence	Number of hours: Reason:		
Number of public holidays:		Total hours completed:	
Signature of Practice Educator:		Date:	

**To be completed by Student:**

Student Name	Student Signature / Date
*I agree with the completed hours	Date:

**Both signatures are required and must be inputted on the day that the final assessment is completed.**



## **FINAL FORMATIVE ASSESSMENT**

<b>NAME OF STUDENT:</b>	
<b>NAME OF PRACTICE EDUCATOR:</b>	

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

*Please continue comments on separate page if required.*

**STUDENT'S COMMENTS AND FEEDBACK:**

Please continue comments on separate page if required.

<b>NOT EVIDENT</b> = This competency was not demonstrated.	<b>EVIDENT</b> = Competency <b>consistently</b> demonstrated.
<b>EMERGING</b> = This competency was demonstrated but not consistently/satisfactory.	<b>ENHANCED</b> = Competency <b>consistently</b> demonstrated. Performance is of high standard.

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

For University Use Only	
Date received:	
Reviewed by:	
Overall grade:	
Comments/Notes:	

## Appendix 6: Senior Fresh Assessment Form



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# Senior Fresh Practice Education Assessment Form

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

<b>NAME OF STUDENT</b>		
<b>NAME AND ADDRESS OF SERVICE</b>		
<b>PLEASE SPECIFY TYPE OF EXPERIENCE (I.E. PHYSICAL OR PSYCHOSOCIAL)</b>		
<b>PLEASE SPECIFY CLINICAL AREA OF PRACTICE **NO ABBREVIATIONS ACCEPTED**</b>		
<b>DATE OF EXPERIENCE (dd/mm/yyyy)</b>	<b>From</b>	<b>To</b>
<b>NAME OF PRACTICE EDUCATOR(S)</b>		
<b>NUMBER OF DAYS ABSENT (ACROSS 8 WEEK PLACEMENT)</b>		
<b>TOTAL HOURS COMPLETED (ACROSS 8 WEEK PLACEMENT)</b>		
<b>OVERALL LEVEL OF ACHIEVEMENT (Please tick the box relevant)</b>		
<b>COMPETENT</b> <input type="checkbox"/>	<b>NOT COMPETENT</b> <input type="checkbox"/>	
<p>N.B. If a student is awarded a not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement.</p>		
<b>SIGNATURE OF PRACTICE EDUCATOR(S)</b>		
<b>EMAIL OF EDUCATOR/S</b>		
<b>SIGNATURE OF STUDENT</b>		

**Both** signatures are required *and must be inputted on the day that the final assessment is completed.*

## STUDENT HOURS LOG

Week (From – To) (dd/mm/yyyy)	Hours Completed	Initials of Practice Educator
1.           to		
2.           to		
3.           to		
4.           to		
5.           to		
6.           to		
7.           to		
8.           to		

### To be completed by Practice Educator:

Sick leave hours taken:		Sick leave hours made up:	
Sick leave certified:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Sick leave cert forwarded to PEC*:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other leave/absence	Number of hours: Reason:		
Number of public holidays:		Total hours completed:	
Signature of Practice Educator:			Date:

### To be completed by Student:

Student Name	Student Signature / Date
*I agree with the completed hours	Date:

***Both*** signatures are required ***and must be inputted on the day that the final assessment is completed.***

## FINAL FORMATIVE ASSESSMENT

<b>NAME OF STUDENT:</b>	
<b>NAME OF PRACTICE EDUCATOR:</b>	

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

*Please continue comments on separate page if required.*

### STUDENT'S COMMENTS AND FEEDBACK

*Please continue comments on separate page if required.*

## HALF-WAY FORMATIVE ASSESSMENT

NAME OF STUDENT:	
NAME OF PRACTICE EDUCATOR:	

SUMMARY OF PRACTICE EDUCATOR'S COMMENTS AND FEEDBACK

*Please continue comments on separate page if required.*

STUDENT'S COMMENTS AND FEEDBACK

*Please continue comments on separate page if required.*

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

**Both** signatures are required and *must be inputted on the day that the half-way assessment is completed.*

<b>NOT EVIDENT</b> – This competency was not demonstrated.	<b>EVIDENT</b> – This competency was consistently demonstrated.
<b>EMERGING</b> – This competency was not consistently demonstrated.	<b>ENHANCED</b> – This competency was consistently demonstrated. The performance was to a high standard.

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

**HALFWAY COMMENTS ON OCCUPATION COMPETENCIES:**

**FINAL COMMENTS ON OCCUPATION COMPETENCIES:**

*Please continue comments on separate page if required.*

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

**HALFWAY COMMENTS ON COMMUNICATION COMPETENCIES:**

**FINAL COMMENTS ON COMMUNICATION COMPETENCIES:**

*Please continue comments on separate page if required.*





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

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

*Please continue comments on separate page if required.*

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

**HALFWAY COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

**FINAL COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

*Please continue comments on separate page if required.*

	Halfway Assessment				Final Assessment			
	Not Competent		Competent		Not Competent		Competent	
	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
<b>Professional Development Competencies</b>								
33. Take responsibility for personal and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Actively engage in supervision and request and utilise professional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Implement a learning contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Identify own personal and professional strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Maintain a record of personal and professional development (i.e. portfolio).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HALFWAY COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

**FINAL COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

*Please continue comments on separate page if required.*

<b>For University Use Only</b>	
<b>Date received:</b>	
<b>Reviewed by:</b>	
<b>Overall grade:</b>	
<b>Comments/Notes:</b>	

## Appendix 7: Junior Sophister Assessment Form



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# Junior Sophister Practice Education Assessment Form

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

<b>NAME OF STUDENT</b>		
<b>NAME AND ADDRESS OF SERVICE</b>		
<b>PLEASE SPECIFY TYPE OF EXPERIENCE (I.E. PHYSICAL OR PSYCHOSOCIAL)</b>		
<b>PLEASE SPECIFY CLINICAL AREA OF PRACTICE **NO ABBREVIATIONS ACCEPTED**</b>		
<b>DATE OF EXPERIENCE (dd/mm/yyyy)</b>	<b>From</b>	<b>To</b>
<b>NAME OF PRACTICE EDUCATOR(S)</b>		
<b>NUMBER OF DAYS ABSENT</b>		
<b>TOTAL HOURS COMPLETED</b>		

### OVERALL LEVEL OF ACHIEVEMENT (Please tick the box relevant)

<b>COMPETENT</b> <input type="checkbox"/>	<b>NOT COMPETENT</b> <input type="checkbox"/>
--	--

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

<b>SIGNATURE OF PRACTICE EDUCATOR(S)</b>	
<b>EMAIL OF EDUCATOR/S</b>	
<b>SIGNATURE OF STUDENT</b>	

**Both** signatures are required **and must be inputted on the day that the final assessment is completed.**

## STUDENT HOURS LOG

Week (From – To) (dd/mm/yyyy)	Hours Completed	Initials of Practice Educator
1.           to		
2.           to		
3.           to		
4.           to		
5.           to		
6.           to		
7.           to		
8.           to		
9.           to		
10.          to		
11.          to		
12.          to		

**To be completed by Practice Educator:**

Sick leave hours taken:		Sick leave hours made up:	
Sick leave certified:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Sick leave cert forwarded to PEC*:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other leave/absence	Number of hours: Reason:		
Number of public holidays:		Total completed: hours	



Signature of Practice Educator:		Date:	
---------------------------------	--	-------	--

**To be completed by Student:**

Student Name	Student Signature / Date
*I agree with the completed hours	Date:

**Both** signatures are required and *must be inputted on the day that the final assessment is completed.*

## FINAL FORMATIVE ASSESSMENT

<b>NAME OF STUDENT:</b>	
<b>NAME OF PRACTICE EDUCATOR:</b>	

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

*Please continue comments on separate page if required.*

### STUDENT'S COMMENTS AND FEEDBACK:

*Please continue comments on separate page if required.*

## HALF-WAY FORMATIVE ASSESSMENT

<b>NAME OF STUDENT:</b>	
<b>NAME OF PRACTICE EDUCATOR:</b>	

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

*Please continue comments on separate page if required.*

**STUDENT'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

<b>SIGNATURE OF STUDENT</b>	
<b>SIGNATURE OF PRACTICE EDUCATOR</b>	
<b>DATE (dd/mm/yyyy)</b>	

***Both*** signatures are required and *must be inputted on the day that the half-way assessment is completed.*

<b>NOT EVIDENT</b> – This competency was not demonstrated.	<b>EVIDENT</b> – This competency was consistently demonstrated.
<b>EMERGING</b> – This competency was not consistently demonstrated.	<b>ENHANCED</b> – This competency was consistently demonstrated. The performance was to a high standard.

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

**HALFWAY COMMENTS ON OCCUPATION COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON OCCUPATION COMPETENCIES:**

*Please continue comments on separate page if required.*

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

**HALFWAY COMMENTS ON COMMUNICATION COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON COMMUNICATION COMPETENCIES:**

*Please continue comments on separate page if required.*





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

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

*Please continue comments on separate page if required.*

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

*Please continue comments on separate page if required.*

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

**HALFWAY COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

*Please continue comments on separate page if required.*

	Halfway Assessment				Final Assessment			
	Not Competent		Competent		Not Competent		Competent	
	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
<b>Professional Development Competencies</b>								
54. Take responsibility for personal and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Actively engage in supervision and request and utilise professional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Implement a learning contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Identify own personal and professional strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Maintain a record of personal and professional development (i.e. portfolio).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HALFWAY COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

*Please continue comments on separate page if required.*

**For University Use Only**

**Date received:**

**Reviewed by:**

**Overall grade:**

**Comments/Notes:**

## Appendix 8: Senior Sophister Assessment Form



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

# Senior Sophister Practice Education Assessment Form

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

<b>NAME OF STUDENT</b>		
<b>NAME AND ADDRESS OF SERVICE</b>		
<b>PLEASE SPECIFY TYPE OF EXPERIENCE (I.E. PHYSICAL OR PSYCHOSOCIAL)</b>		
<b>PLEASE SPECIFY CLINICAL AREA OF PRACTICE **NO ABBREVIATIONS ACCEPTED**</b>		
<b>DATE OF EXPERIENCE (dd/mm/yyyy)</b>	<b>From</b>	<b>To</b>
<b>NAME OF PRACTICE EDUCATOR(S)</b>		
<b>NUMBER OF DAYS ABSENT</b>		
<b>TOTAL HOURS COMPLETED</b>		
<b>OVERALL LEVEL OF ACHIEVEMENT (Please tick the box relevant)</b>		
<b>COMPETENT</b> <input type="checkbox"/>	<b>NOT COMPETENT</b> <input type="checkbox"/>	
<p><b>N.B. If a student is awarded a not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement.</b></p>		
<b>SIGNATURE OF PRACTICE EDUCATOR</b>		
<b>EMAIL OF EDUCATOR/S</b>		
<b>SIGNATURE OF STUDENT</b>		

**Both signatures are required and must be inputted on the day that the final assessment is completed.**

## STUDENT HOURS LOG

Week (From – To) (dd/mm/yyyy)	Hours Completed	Initials of Practice Educator
1.           to		
2.           to		
3.           to		
4.           to		
5.           to		
6.           to		
7.           to		
8.           to		
9.           to		
10.          to		
11.          to		

**To be completed by Practice Educator:**

Sick leave hours taken:		Sick leave hours made up:	
Sick leave certified:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Sick leave cert forwarded to PEC*:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other leave/absence	Number of hours: Reason:		
Number of public holidays:		Total hours completed:	
Signature of Practice Educator:			Date:



**To be completed by Student:**

Student Name	Student Signature / Date
<b>*I agree with the completed hours</b>	<b>Date:</b>

**Both signatures are required *and must be inputted on the day that the final assessment is completed.***

## FINAL FORMATIVE ASSESSMENT

<b>NAME OF STUDENT:</b>	
<b>NAME OF PRACTICE EDUCATOR:</b>	

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

*Please continue comments on separate page if required.*

**STUDENT'S COMMENTS AND FEEDBACK:**

*Please continue comments on separate page if required.*

## HALF-WAY FORMATIVE ASSESSMENT

<b>NAME OF STUDENT:</b>	
<b>NAME OF PRACTICE EDUCATOR:</b>	

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

--

*Please continue comments on separate page if required.*

**STUDENT’S COMMENTS AND FEEDBACK:**

--

*Please continue comments on separate page if required.*

<b>SIGNATURE OF STUDENT</b>	
<b>SIGNATURE OF PRACTICE EDUCATOR</b>	
<b>DATE (dd/mm/yyyy)</b>	

**Both signatures are required and *must be inputted on the day that the half-way assessment is completed.***

<b>NOT EVIDENT</b> – This competency was not demonstrated.	<b>EVIDENT</b> – This competency was consistently demonstrated.
<b>EMERGING</b> – This competency was not consistently demonstrated.	<b>ENHANCED</b> – This competency was consistently demonstrated. The performance was to a high standard.

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

**HALFWAY COMMENTS ON OCCUPATION COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON OCCUPATION COMPETENCIES:**

*Please continue comments on separate page if required.*

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

**HALFWAY COMMENTS ON COMMUNICATION COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON COMMUNICATION COMPETENCIES:**

*Please continue comments on separate page if required.*





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

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

*Please continue comments on separate page if required.*

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

*Please continue comments on separate page if required*

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

**HALFWAY COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES:**

*Please continue comments on separate page if required.*

	Halfway Assessment				Final Assessment			
	Not Competent		Competent		Not Competent		Competent	
	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
<b>Professional Development Competencies</b>								
54. Take responsibility for personal and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Actively engage in supervision and request and utilise professional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Implement a learning contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Identify own personal and professional strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Maintain a record of personal and professional development (i.e. portfolio).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HALFWAY COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

*Please continue comments on separate page if required.*

**FINAL COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES:**

*Please continue comments on separate page if required.*

<b>For University Use Only</b>	
<b>Date received:</b>	
<b>Reviewed by:</b>	
<b>Overall grade:</b>	
<b>Comments/Notes:</b>	

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



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

The assessment form must be completed at **two points in time** across the placement; half-way through the placement, with the exception of the 1<sup>st</sup> 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
<b>NOT EVIDENT</b> = This competency was not demonstrated.	<b>EVIDENT</b> = Competency <b>consistently</b> demonstrated.
<b>EMERGING</b> = This competency was demonstrated but not consistently/satisfactory.	<b>ENHANCED</b> = Competency <b>consistently</b> 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 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.

***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](mailto:clgleeso@tcd.ie) or [otpracticeed@tcd.ie](mailto: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](mailto:rowelo@tcd.ie) or [otpracticeed@tcd.ie](mailto:otpracticeed@tcd.ie) Tel – 01 8963212 and 086 4181892

## Appendix 10: Weekly Supervision Form



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

### Occupational Therapy Practice Education Weekly Supervision Form

<b>Student name:</b>		<b>Practice educator name:</b>	
<b>Academic year:</b>		<b>Date of supervision:</b>	
<b>Placement site:</b>		<b>Practice education week</b>	

### Agenda

(Student & Practice educator to complete prior to supervision)

Student Agenda	Practice Educator Agenda

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

What resources can I use to assist competency development?		
--	--	--

**Main points from discussion**

--

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

--

**Further comments**

Student	Practice educator

**Student signature:** \_\_\_\_\_

**Practice educator signature:** \_\_\_\_\_

**Date of next supervision/review date:** \_\_\_\_\_

## Appendix 11: Student Pre-Supervision Form



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

### **Occupational Therapy Practice Education STUDENT Pre-Supervision Form**

*Please note that the completion of this form is mandatory. The OT student must complete an updated form each week and give to the Practice Educator in advance of his/her supervision session.*

**What progress has been made with my learning objectives this week (as per learning contract)?**

**What went well this week? (Progress & strengths identified)**

**What was challenging? (How did you deal with this situation)**

**Main competencies that require development (Please refer to the competency assessment form)**

**What needs to be done to assist competency development?**

**What resources can I use to assist competency development?**

**Placement Week:** \_\_\_\_\_

**Date of completion:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

## Appendix 12: Practice Educator Pre-Supervision Form



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

### **Occupational Therapy Practice Educator Pre-Supervision Form**

**What progress has been made with the students learning objectives this week (as per learning contract)?**

**What do I think went well this week (student progress and strengths)?**

**What do I think the student found challenging this week?**

**What competency areas do I think require further attention/development? (as per competency areas on assessment form)**

**What could the student do to assist with the development of the above competencies?**

**What resources could the student use to assist with the development of the above competencies?**

**Placement Week:** \_\_\_\_\_

**Date of Completion:** \_\_\_\_\_

**Practice Educator Signature:** \_\_\_\_\_

## Appendix 13: Resource to Support Reflection on Placement (and Rubric to assist with self-evaluation)



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

### Tips to Support Reflection on Placement

- All students should continuously utilise reflection to maximise their learning over the course of their placement.
- Students should be encouraged to select key learning experiences for the purpose of reflection. A KEY learning experience = any experience which resulted in significant learning which will impact on future professional practice.
- The students should be encouraged to utilise a reflective model to explain their learning.
- The rubric displayed below should be utilised for self-evaluation, peer review and/or Practice Educator review.

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

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

### Rubric for Self- evaluation of a Placement Reflection

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

**Comments:**

- 1. Overall rating:**
- 2. Review Strengths:**
- 3. Review Limitations/Areas for consideration (for future work):**

This rubric is based on the following literature:

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



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

## Appendix 14: Learning Contract Template/Personal Development Plan

### Learning Contract/Professional Development Plan

Week: \_\_\_\_\_ Date: \_\_\_\_\_

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

Student signature: \_\_\_\_\_ Practice Educator signature: \_\_\_\_\_

## Appendix 15: Occupational Therapy Practice Education Placement Induction Checklist

### Occupational Therapy Practice Placement Induction Checklist

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

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

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

#### **Preparing for the induction:**

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

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

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

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

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

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

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


		<p>Students complete the following training in 1<sup>st</sup> year: Cyber Security Awareness Training (HSE Land)</p> <p>Students complete the following training in 2<sup>nd</sup> year: Communication (HSE Land).</p>			
<input type="checkbox"/>	<b>Sickness/ Absences</b>	<p>Procedure set by College: in the event of a medical or other emergency situation necessitating unexpected absence student to give adequate notice to the PEC and to the relevant practice educator if a planned absence is necessary.</p> <p>Student will also inform PEC and Practice Educator ASAP if they have to be unexpectedly absent due to illness or some other event (before start time of placement).</p> <p>If student needs to take more than two days sick leave during placement, they will need to submit a medical certificate and inform the PEC and the practice educator of their expected return date.</p>	<p>Are there specific policies, guidelines, and/or procedures from your agency in relation to absences that the student should be aware of?</p> <p>Is the student aware of who to contact, and by what means, in the event of an absence from placement?</p> <p>Has the student provided their next of kin details on their pre-placement visit or on first day of placement?</p>	<p>I agree to follow the procedure set by college in the event of a medical or other emergency situation necessitating absence.</p> <p>I agree to inform my practice educator(s), where relevant, of any condition, medical or otherwise, which may affect my clinical work.</p> <p>I have provided the practice educator(s) with my next of kin contact details on my pre-placement profile.</p>	
<input type="checkbox"/>	<b>Insurance</b>	College's insurance policy provides indemnity in respect of liability	Are there specific policies, guidelines, and/or procedures	NA	


		<p>arising out of and in connection with student placements in healthcare institutions and other enterprises. The Practice Education Coordinator will forward a copy of the Insurance policy to each Practice Educator in advance of the placement commencing.</p> <p>Students are also protected by the insurance policies in place on the placement site.</p>	<p>from your agency in relation to insurance that the student should be aware of?</p>		
<input type="checkbox"/>	<b>Orientation to the placement site</b>	<p>Key information provided to student on the service location, client group, facilities, and other practicalities.</p>	<p>Has the student been provided with information specific to your agency? (e.g. client groups; MDT members; service delivery model; working hours; lunch times; dress code; facilities; common assessments/ resources used; reading lists; IT access; clinic rooms; IDs, door codes/swipes; photocopier etc.)</p>	<p>I confirm that I have been provided with information specific to this placement setting and will use facilities as directed by my practice educator(s).</p>	
<input type="checkbox"/>	<b>Learning Contract/Personal Development Plan</b>	<p>Students complete the following exercises to help them prepare for their personal learning on placement:</p> <ul style="list-style-type: none"> <li>Attend Practice Education Modules</li> </ul>	<p>- Is the student aware of the timetable and focus for the placement? - Is the student aware of when documents are to be submitted and when they</p>	<p>I agree to read all Practice Education Resources and utilise same on placement.</p> <p>I agree to read to discuss my personal strengths and areas for growth with the practice educator.</p>	

		<ul style="list-style-type: none"> <li>• Review past Assessment Forms</li> <li>• Review Assessment Forma and Timelines and Expectations Document for the placement</li> <li>• Curriculum Vitae outlining all other placement experiences</li> <li>• Letter of Introduction</li> <li>• Revise leaning contract/personal development plan format and start to consider learning goals</li> <li>• Review personal strengths and areas for growth</li> <li>• Revise relevant practice knowledge and theory</li> </ul>	<p>will receive feedback on these?</p> <ul style="list-style-type: none"> <li>- Has a schedule and method of daily/weekly feedback been agreed, including dates for mid- and end- of placement review?</li> <li>- Has student and PE shared feedback preferences?</li> </ul>	<p>I agree to prepare, organise and implement practice-based work as directed by the practice educator(s) and specifically by the practice educator who retains responsibility for the client.</p> <p>I agree to act in accordance with CORU’s Code of Professional Conduct and Ethics for Occupational Therapists.</p>	
--	--	---	--	---	--



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

 Signed: \_\_\_\_\_ Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Student)*

 Signed: \_\_\_\_\_ Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Practice Educator)*

\_\_\_\_\_  
*(Agency name)*

**Practice Educator:**

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

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

**Student:**

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

## Appendix 16: Student Pre-Placement Administrative Checklist



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

### Student Pre-Placement Administrative Checklist

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

## Appendix 17: Practice Educator Pre-Placement Administrative Checklist



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

### Practice Educator Pre-Placement Administrative Checklist

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

## Appendix 18: Student Post Placement Administrative Checklist



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

### Student Post Placement Administrative Checklist

Task	Completed	Comments
Request copy of assessment form from Practice Educator		
Update CPD portfolio as necessary – ensure to include placement supervision records, learning contract, copy of assessment form, placement related reflections etc.		
Dispose of any confidential patient relating information on the final date of placement		
Submit online student feedback forms.		

## Appendix 19: Practice Educator Post Placement Administrative Checklist



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

### Practice Educator Post Placement Administrative Checklist

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

## Appendix 20: Consent Form for Retention of Copy of Student Practice Education Assessment Form



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

### Consent Form for Retention of Copy of Student Practice Education Assessment Form

I..... (Print name)  
Occupational Therapy Student at Trinity College Dublin hereby fully and freely consent to my assessment form for my placement being held by the Occupational Therapy Manager / Educator/ Tutor.

Name of Manager / Educator/ Tutor.

.....  
I understand and acknowledge that the form will be accessed by (Name of Manager / Educator/ Tutor)  
..... only and will not be accessed by anyone else without my written consent. I understand that the form will be accessed for the sole purpose of providing a reference for me should this be requested on my behalf. I understand that this form will be held for a period of five years, will be stored in a secure locked cabinet at all times and that access to it will be restricted to those named above.

I note that I may withdraw my consent at any stage and that the purposes of holding my assessment and the reasons for accessing it in the future have been explained to me by  
..... and that I have been given an opportunity to discuss this with him/her.

---

I ..... do not wish my assessment form to be kept on file. I understand that if I do not agree that a copy of my assessment form is retained the Occupational Therapy Manager / Educator/ Tutor of this service they will be unable to provide a reference if requested on my behalf due to lack of information.

---

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

WITNESS to signature of student and to fact that he/she has read the document and freely given his/her consent:

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Witness **must not** be the person who will have access to the file).  
**Please return the original copy of this form to the University.**

## Appendix 21: Clinical Observation Aid



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

### Clinical Observation Aid (COA)

What was aim of session/ intervention?
What preparation was needed for this session (in relation to the Occupational Therapist?)
Did the Occupational Therapist adapt his/her communication style depending on who he/she was liaising with? If so, please describe.
How did the Occupational Therapist deal with any unexpected events during the session? i.e. service-user becoming anxious or unwell, dealing with an unexpected piece of information
What were the three most important pieces of information (observed or heard) gathered during the session? <ul style="list-style-type: none"><li>• <i>Person (physical; sensory; cognitive; psychological; spiritual)</i></li><li>• <i>Environment (enablers; barriers; type of equipment used)</i></li><li>• <i>Occupation (category of occupation; activity analysis; activity grading)</i></li></ul>
What Model(s) and Frame(s) of Reference might have guided this Occupational Therapy session?
What are the main outcomes of this session and how do they inform the OT plan?
What was the key thing you learnt from this session? How will you raise this learning or outstanding questions at your next supervision session?

## Appendix 22: Placement Planning Document



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The University of Dublin

### Placement Planning Document

The purpose of this document is to assist practice educators in placement planning. Ideally, this form should be completed prior to the student starting placement.

Should the practice educator be scheduled to take leave or is faced with unexpected leave during the student's placement it is important that alternative arrangements are put in place. We recommend that a "stand-by PE" is allocated to each student but if this is not possible, please document in the "arrangements/comments" section what the arrangements will be for the student during your absence.

<b>Name of student</b>	
<b>Placement level</b>	
<b>Length of placement</b>	
<b>Name of PE</b>	
<b>Name of stand-by PE (if applicable)</b>	

<b>Type of leave</b>	<b>Dates</b>	<b>Arrangements</b>	<b>Comments</b>
<b>Annual leave</b>			
<b>Study/course commitments</b>			
<b>Maternity leave</b>			

\*Please feel free to add to this document as required.

Date of completion: \_\_\_\_\_

Practice educator's signature: \_\_\_\_\_



## Appendix 23: Student Practice Education Declaration Form



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### Occupational Therapy Practice Education Placement: Student Declaration Form

**Date:**

**Student Name (Block Capitals):**

**Student Number:**

Topic	Signature
<p>I understand that due to the geographical dispersal of practice education placement sites throughout the Republic of Ireland and the importance of achieving a diverse practice education experience (in line with the World Federation of Occupational Therapists Minimum Standards for Practice Education and CORU regulatory requirements), I may have to undertake a placement that involves <b>significant daily travel and/or relocation to temporary accommodation</b> for the duration of same.</p>	
<p>I am aware that there is <b>no provision</b> by the Discipline of Occupational Therapy for <b>travel or accommodation expenses</b> incurred during the placement. I understand that it is my responsibility to arrange suitable travel and accommodation for the duration of the placement.</p>	
<p>I have been made aware that it is my responsibility to inform the Practice Education Coordinator of any exceptional circumstances that may impact on my practice education placements. I understand that I must make these circumstances known in writing, at least <b>three months prior to the placement commencement date</b>. I understand that while the Discipline of Occupational Therapy will accommodate these circumstances where possible, there is no guarantee I will be allocated a placement in my desired location.</p>	
<p>I am aware that, for each placement that I am allocated that it is my responsibility to <b>forward one copy of my approved Garda Vetting form, a copy of my Curriculum Vitae (giving specific details of past placements), a cover letter to my assigned Practice Educator and any additional requirements as per the request of the placement</b></p>	

<p><b>site or the Practice Education Team</b> and must communicate same in a timely and professional manner.</p>	
<p>I understand that I will need to <b>provide feedback</b> on all placements to the Practice Education Coordinator and that this information may be used for research and quality assurance/monitoring/improvement purposes.</p>	
<p>I understand that I must attend all lectures in the Practice Education Modules and must <b>complete all mandatory</b> work related to same (e.g. Reflective Reports, On-line courses, feedback questionnaires).</p>	
<p>I agree to <b>advise the Practice Education Coordinator of any absence</b> from placement.</p>	
<p>I agree to attend the mandatory site visit if it is offered by the placement site and if I fail to attend that this could have consequences on my competencies.</p>	
<p>I will <b>abide by all rules and regulations</b> associated with Practice Education as outlined in the Practice Education Handbook and any other documents associated with placement.</p>	
<p>I will identify if I have use of a car for the purpose of Practice Education and if the car is used during the placement, I will appropriately insure the car in line with protocol 33 outlined in the Practice Education Handbook.</p>	

## Appendix 24: Concerns Management Form (as part of the Targeted Competency Pathway)



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### Discipline of Occupational Practice Education Team – Concerns Management Form

This form provides a record that a concern has been raised regarding the student’s competency and that the management of such concern/s has commenced in a solution-focused and supportive manner and is utilised as per the **Target Competency Pathway**. The aim of this form is to assist the PE and the student in identifying and understanding the concern/s which have been raised and formulating a comprehensive action plan to address such concern/s. Concerns raised in this form can be of any nature and utilisation of this form does not automatically imply that the student will receive a “not competent” grade. It is a simple, assistive tool which is used by the PE and the student in collaboration to ensure that all concerns regarding the student’s competency are managed in the most appropriate and fairest way possible, as per the **Targeted Competency Pathway**.

<b>Date of meeting:</b>	
<b>Student name:</b>	
<b>Academic year:</b>	
<b>Placement site:</b>	
<b>Practice Educator name:</b>	

#### **PART 1: SUMMARY OF CONCERNS (to be completed by practice educator and student):**

<b>Competency area</b> in which the concern/s has been raised - please circle.	<b>Specific components of competency area</b> in which concern has been raised (as per assessment form) - please list.	<b>Examples</b> – please list concrete examples of behaviours/actions observed which support concern
<b>Occupation</b>		

<b>Communication</b>		
<b>Occupational Therapy Process</b>		
<b>Professional Behaviour</b>		
<b>Professional Development</b>		

**PART 2: STUDENT**

POTENTIAL CAUSES of difficulties encountered?

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POTENTIAL STRATEGIES to address such difficulties?

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Other comments:

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**PART 3: PRACTICE EDUCATOR**

POTENTIAL CAUSES of difficulties encountered:

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POTENTIAL STRATEGIES to address such difficulties:

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Other comments:

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**PART 2: ACTION PLAN (to be completed by practice educator and student)**

<b>Competency Area and Concern identified</b>	<b>Short term goal (SMART) – relating to concern</b>	<b>Strategies/resources identified to target goal</b>	<b>Review date- State the date</b>

--	--	--	--

**PART 3: GENERAL COMMENTS/SUPPORTING INFORMATION**

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**PART 4: REVIEW**

Both \_\_\_\_\_ (practice educator) and \_\_\_\_\_ (student) agree that a review of all of the above will be completed on \_\_\_\_\_ (date).

Please note that if sufficient improvements have been made by the date specified above the student will revert back to standard teaching and learning supports. If sufficient improvements have not been made a meeting will be arranged with the Practice Educator Coordinator/Regional Placement Facilitator as promptly as possible to discuss further management of specific concerns.

**Practice educator signature:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

## Appendix 25: GDPR Protocol for PLENS reports



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### **GDPR protocol for the distribution of PLENS reports to placement providers**

Please note the following guidelines and recommendations from Trinity College regarding the purpose of PLENS reports and their distribution to placement providers to ensure compliance with the General Data Protection Regulation (“**GDPR**”).

### **Placement Learning Education Needs Summary (PLENS)**

The central element of placement planning is a process of communication and information sharing. This process plays a key role in ensuring that students and staff in the placement are confident and enabled to:

- Clearly define learning outcomes and core competencies expected of students on professional placements
- Participate and understand effective disclosure/confidentiality process
- Identify students’ practice placement needs and their learning needs
- Provide and explain practice placement reasonable accommodations
- Maintain academic and professional standards
- Ensure the safety of students, staff and members of the public

The above-mentioned reasons are the purposes for which we share PLENS reports with you.

For further information in relation to placement planning please see:

<https://www.tcd.ie/disability/>

### **Data Protection and Data Sharing Principles**

- **Consent and Information:** Students have given their consent to PLENS reports and other personal data being shared with placements providers. The sharing of PLENS reports is necessary to achieve the purposes set out above. In the event that a student withdraws consent we will inform you as soon as possible and request return and deletion of such data.
- **Verification:** Only provide the information to those with a legitimate right to it and for the purposes of implementing Reasonable Accommodations. **When you receive a PLENS report, verify that the student is in your Placement Site and that you have not received a PLENS in error before further dissemination of information takes places.** If you have received a report in error, please inform the person who has sent you the report and delete the report immediately.
- **Management of Data:** Ensure your GDPR procedures in your Placement Site include a section outlining how you manage disability data. Please ensure that you do not email unprotected lists of personal data in relation to students or PLENS reports.

- **Sharing within the Placement Site:** Set out a clear process for the dissemination of disability data and share it only with those in the Placement Site who will have a clear need to know or access this data.
- **Staff awareness:** Ensure all staff who have access to this disability data and PLENS reports have completed GDPR training and are aware of the confidential and sensitive nature of the personal information contained in PLENS reports.
- **Security:** Store all lists and PLENS reports securely in line with your organisations GDPR procedures and ensure that personal data is stored securely incorporating appropriate security measures.
- **Retention of Records:** The PLENS reports, and all personal data of students should only be kept for so long as is necessary. When the personal data or PLENS report is no longer required please arrange for data to be returned and deleted.
- **Data Breaches:** A personal data breach means “*a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data*”. In the event of a personal data breach please ensure to inform Trinity of any such breach **as soon as possible and in any event within 24 hours of such a breach whether an actual or potential breach.**
- **Data Subject Rights:** in the event that any complaint is made by a student in relation to processing of their data or any request is made by a student to exercise any of their rights under GDPR please ensure to inform Trinity as soon as possible.

We would be grateful if you could arrange to sign this protocol to confirm that you will endeavour to implement the above data sharing and data protection principles and return a signed copy of this to us.

**Placement Provider:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Appendix 26: Guidelines for Developing CPD portfolio



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The University of Dublin

### **Guidelines for Developing CPD Portfolio**

#### **What is CPD?**

The process of learning and development which continues throughout a professional's working life.

#### **Student CPD**

Each student is required to compile and maintain a practice education/continuous professional development portfolio across the four years of the programme. This portfolio should be a **systematic and organized collection of evidence** collected by the student to:

1. Monitor the development of their knowledge, skills, and attitudes in practice education.
2. Monitor their progress towards attaining competence as entry-level practitioners throughout the four years of their course.
3. Promote a high quality of service delivery during practice education placements.

It is the responsibility of each individual student to make decisions about the kinds of CPD activities that are relevant to their learning and development. The content of the CPD portfolio should reflect the student's placement allocations and his/her individual learning needs and where necessary the Practice Education Team will assist with ascertain queries.

The following sections are recommended to promote structure:

Proposed sections	Comments
<b>Background Information</b>	<ul style="list-style-type: none"> <li>• Curriculum Vitae</li> <li>• Personal learning styles questionnaire</li> </ul> <p>*Should be updated on a yearly basis</p>
<b>CPD in practice</b>	<p>Placement related documentation i.e. learning contracts; assessment forms; supervision records; reflections relating to placements; case study presentations; project work etc.</p> <p>Student can categorise the above information as follows:</p> <ul style="list-style-type: none"> <li>• Junior Fresh Placement documentation</li> <li>• Senior Fresh Placement documentation</li> <li>• Junior Sophister Placement documentation</li> <li>• Senior Sophister Placement Documentation</li> </ul> <p>Use reflection template to complete reflections.</p>
<b>Mandatory training</b>	<p>All mandatory HSE Land courses completed can be added to the portfolio.</p>
<b>Courses, conferences, and in-services</b>	<p>Attendance at courses, conferences and in-services provide good learning opportunities. Activities in this area also include reflection on what type of learning has occurred and how this may impact on your practice. Examples are:</p> <ul style="list-style-type: none"> <li>• OT-specific conferences and courses (e.g. AOTI annual conference)</li> <li>• Multidisciplinary and subject-specific conferences (e.g. Stroke Study Day)</li> <li>• Certified conferences, workshops or courses on practice, management, or research</li> <li>• Attendance at compulsory in-house training, (e.g. health &amp; safety)</li> <li>• Specialist lectures, workshops, and demonstrations</li> </ul>

	<ul style="list-style-type: none"> <li>• Designing and providing a course, in-service or a presentation at a conference</li> </ul>
<b>Evidence of Professional Membership</b>	<p>Learning and professional development associated with active involvement and participation in profession or practice-specific groups. Examples are:</p> <ul style="list-style-type: none"> <li>• Membership of and active participation in the professional body (AOTI) and affiliated special interest groups</li> <li>• Involvement in working groups or committees associated with professional practice or the development of the profession</li> <li>• Active involvement in multidisciplinary groups, support groups, development groups and voluntary work</li> </ul>
<b>Reading and writing</b>	<p>Self-directed learning and study is an effective form of CPD. It can inform and help you develop your practice. Examples include:</p> <ul style="list-style-type: none"> <li>• Reading and reflecting on literature. This may be done individually or in a group (e.g. journal club)</li> <li>• Keeping up to date with research evidence in support of best practice</li> <li>• Learning with online resources such as databases and online discussion groups</li> </ul>

## Appendix 27: Guidelines for Completing Placement Related Case Study (optional)



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### Guidelines for Completing Placement Related Case Study

It is not mandatory that each student complete a case study on placement, but the completion of this learning activity can assist the student in demonstrating their understanding and application of the Occupational Therapy Process/Theory to Practice as outlined in the Practice Education Competency Based Assessment Form.

**Suggested format/content for case study as follows:**

Heading	Comments
<b>Background Information</b>	<ul style="list-style-type: none"> <li>Client details (pseudonym) <i>*Respect client confidentiality and data protection principles.</i></li> <li>Clinical setting generally -no names of services or areas should be included</li> </ul>
<b>Overview and application of conceptual model</b>	Choose conceptual model suitable to client and clinical setting – justify selection.
<b>Overview and application of Frames of Reference in line with:</b> <ul style="list-style-type: none"> <li>- <b>Assessment</b></li> <li>- <b>Intervention</b></li> </ul>	Choose Frames of Reference suitable to client and clinical setting – justify selection. When discussing assessments and interventions selected link to Frames of Reference.
<b>Evidence Based Practice</b>	Provide an overview of evidence-based practice supporting the assessments and interventions used with the client.
<b>Outcomes/outcome measurement</b>	Formal or informal outcome measurement – this will depend on client and clinical setting.
<b>Key learning</b>	<ul style="list-style-type: none"> <li>Use reflections to assist with ascertaining key learning.</li> <li>Consider application of key learning to future practice.</li> </ul>



## Appendix 28: Practice Educator Student Facilitation CPD Record



### Practice Educator Student Facilitation CPD Record

#### **What is a CPD Portfolio?**

All OTs registered with CORU must engage in a range of CPD activities on an on-going basis and maintain an up-to-date CPD portfolio. CORU specify that the CPD portfolio must include:

(i) description of your current professional role and practice setting; (ii) personal learning plan; (iii) record of CPD activities; (iv) reflections on a number of CPD activities; and (v) evidence of undertaking CPD activities.

#### **What counts as a CPD activity?**

CPD activities may be structured learning activities (formal/professional/work-based) or unstructured learning activities (informal/self-directed). One hour of learning equals one CPD credit. CORU registrants must complete 30 CPD credits in a 12-month period.

#### **How are student OT placements relevant to my CPD Portfolio?**

There are numerous CPD activities and learning opportunities recognised by CORU that are integral to facilitating a student OT placement. Examples are outlined in the box below, including how to document appropriate evidence of the CPD activity. *(Note: This list is not exhaustive).*

Structured Learning Activities from Facilitating a Student OT Placement	Appropriate Evidence	Unstructured Learning Activities from Facilitating a Student OT Placement	Appropriate Evidence
Active engagement in supervision of student.	Details of supervision and the impact on your role.	Discussing a specific topic with students.	Identify topic discussed, learning gained and the impact on your professional role.
Completing a course or workshop in relation to practice education.	Certificate of attendance & evaluation of the course in relation to your role.	Keeping up to date with research evidence in support of best practice for student placements.	Include details of your research & identify its contribution to your professional role
Designing a learning activity for students.	Documentation about activity and evaluation.	Reading and reflecting on case studies/projects with student.	Details of case studies/projects & indicate contribution to your professional role.
Development of information or support resources for students.	Outline basis for development, review of implementation; include a copy of resources.	Reflection on critical incidences or complex cases with student.	Summary of situation, discussion, and outcome. Ensure confidentiality is maintained.
Involvement in student practice education and providing placements.	Verification of placement, your contribution & the impact on your role.	Sharing information/learning from CPD activities with students.	Copy of presentation/information shared.
Provision of a tutorial/lecture for students.	Copy of the lecture or tutorial provided and evaluation of same.	Professional reading and study, e.g. CORU website and publications, journal articles, webinar, on-line libraries, educational videos.	Details of materials read and personal notes on contribution to professional role.

**How do I document the CPD activities completed for my CPD Portfolio?**

The two forms overleaf are designed to help you document CPD activities completed in relation to facilitating a student OT placement. The forms are based on the CORU CPD Portfolio Template, March 2017. Further information in relation to CPD Portfolios for CORU registrants is available from the CORU website ([www.coru.ie](http://www.coru.ie)).

**Record of CPD activities from student OT placement**

*Document here all the CPD activities that arose from facilitating the student OT placement. They may have occurred before, during, or after the student placement.*

<b>No. of activity</b>	<b>Title of learning activity</b>	<b>No. of CPD credits</b>	<b>Completion date</b>	<b>Supporting evidence</b>	<b>Learning gained from activity or opportunity</b>
1					
2					
3					
4					
5					
6					
7					



8					
---	--	--	--	--	--

Student OT Placement CPD Reflective Practice Report on a Learning Activity/Experience

Brief description of the learning activity or learning experience

What learning need was the activity designed to meet (refer to Personal Learning Plan if planned learning activity) or was this an unplanned learning opportunity?

On reflection, what have I learned from the experience? (skills, knowledge, professional attitudes, other)

How can this learning impact on my professional practice and the delivery of service to my service users?

Has this learning activity highlighted any areas for development and new learning needs for me?

My action plan resulting from this experience is:

Goal	Timescale

## Appendix 29: Induction Handbook for Students on Practice Education Placements (Template format to be amended by Practice Sites)

*The following is a template to support Practice Education sites to devise a Student Induction Handbook. It is recommended that each practice placement site amend this template in line with their services.*

Student Occupational Therapist Induction Handbook  
(Name of Service)

### **Introduction and Welcome**

- Welcome to the service
- What is this handbook's intended purpose

### **The Service**

- Brief overview of the service
- Nature of service (physical/acute/paediatrics/ID etc.)
- Who it serves
- Brief history of service
- Structure of service
- Mission statement and values
- How to get here

### **The Occupational Therapy Department**

- Mission Statement and values of OT department
- How many staff members and who they are e.g. Staff grades, seniors, OT assistants or any adjunct therapies in the department such as driving instructor.
- Clinical areas covered
- Core areas of expertise/brief introduction of role e.g. school visits, discharge planning etc.
- Useful telephone numbers for OT department

### **Preparing for placement**

- Site Visit
- Pre-placement reading
- Information to be submitted to tutor prior to placement e.g. Garda vetting, hand hygiene certificate

### **Expectations of a professional student Occupational Therapist (If not included in handbook indicate how the student can access them?)**

- Uniform Policy
- Absence protocol
- **Service policies and procedure: (examples- include relevant to your service)**
  - Infection control

- Confidentiality
- Social media policy
- Home visit policy
- Records Management
- Child protection and vulnerable adults
- Fire and evacuation procedures

**During placement:**

- Role of Practice Tutor/Practice Educator
- Access to phones/computers/email
- Access to resources
- Use of Diary
- Documentation/record keeping
- Placement wrap up- checklist

## Appendix 30: Practice Education Half-Way Visit Record Form



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### Discipline of Occupational Therapy Practice Education Halfway Visit Record Form

<b>Student's Name:</b>	<b>Placement Level:</b>
<b>Practice Educator's (PE) Name:</b>	<b>PE email address/ phone:</b>
<b>Site:</b>	<b>Type of Learning experience:</b>
<b>Date of Visit:</b>	<b>Visit method and Trinity Staff Member:</b>
<b>Structure of the Meeting:</b>	

<b>Practice Educator Report:</b>	<b>Areas of Strength:</b>  <b>Areas for Growth and Development:</b>
<b>Student Report:</b>	<b>Areas of Strength:</b>  <b>Areas for Growth and Development:</b>
<b>Actions:</b>	

## Appendix 31: Trinity College Dublin Occupational Therapy Placement Offer and Pre-Allocation Form



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### Occupational Therapy Placement Offer and Pre-allocation Agreement Form

In line with the CORU Criteria for Education and Training Programmes, all Practice Educators/placement sites offering a placement to Trinity College Dublin Occupational Therapy students must now complete each of the following sections of this form below, to provide all relevant placement related details to the Practice Education Team and to demonstrate compliance with Quality Assurance in Practice Education. This form should be completed to finalise the offer stage of the placement process for upcoming placements.

If you have any queries regarding the completion of this form please contact Claire Gleeson, Practice Education Coordinator [cgleeso@tcd.ie](mailto:cgleeso@tcd.ie)

1.Practice Educator Name(s)Required to answer. Single line text.

Enter your answer

2.CORU Registration Number(s) Required to answer. Single line text.

Enter your answer

3.Email address of the Practice Educator(s)Required to answer. Single line text.

Enter your answer

4.Phone Number of the Practice Educator(s)Required to answer. Single line text.

Enter your answer

5.Placement Site Name and Location and Address of the primary placement site (no abbreviations accepted and please include Eircode where possible).

*\*Important note: Should there be a change to placement clinical area the PEC/RPF should be informed of this immediately as this will impact significantly on placement planning/allocation. \*Required to answer. Single line text.*

Enter your answer

6. Number of Student Placements being offered by Site Required to answer. Single choice.

- 1
- 2
- 3
- 4

7. Please categorise the placement experience.

*\*\*When answering this question consider the main/most common approaches and treatment strategies used with your client group. You need to weigh up whether there is a higher physical or psychosocial focus. If you have difficulty ascertaining same, please link with PEC (details listed above). \*\*Required to answer. Single choice.*

Select your answer

8. Please indicate the specific clinical area of practice. *\*Important note: Should there be a change to placement clinical area the PEC should be informed of this immediately as this will impact significantly on placement planning/allocation.* Required to answer. Multiple choice.

Acute General Hospital

Primary Care Services

Children's Disability Network Team

Mental Health Acute Care Services i.e. inpatient

Mental Health Community Services

Child and Adolescent Mental Health Services

Child and Adolescent Mental Health- in-patient service

Mental Health of Older Person's Service

Adult Rehabilitation Service

Older Persons Rehabilitation Service

Community Adult Disability Service

Palliative Care Service

9. Are there any special pre-placement requirements related to this placement offer e.g. own site garda vetting/site specific health and safety requirements/private car requirement/on site medical/vaccinations/pre-placement screen/ HSE Land courses/ character reference?

Please indicate below. Required to answer. Single line text.

Enter your answer

10.Placement Model being offered: Required to answer. Multiple choice.

1:1 (traditional placement model)

2:1 (two students to one Practice Educator)

1:2 (one student: two Practice Educators)

Other - please indicate

11.In agreeing to take a student/s on placement, I can confirm that the following requirements are met:

1. I have more than 1 years' work experience as an occupational therapist in line with WFOT requirements.

2. If this placement is shared with another educator, agreements are in place regarding how the split of work tasks will be shared and these will be communicated to the student during orientation.

3. If you are taking annual leave, supervision cover for the student has been organised for your absence. Required to answer. Single choice.

I can confirm

I cannot confirm

12.Please confirm that you have completed Practice Educator Training in the last 5 years.

**\*If no**, can you confirm that you are confident that you have sufficient knowledge and skill set to facilitate a student placement and that you have adequate on-site or off-site support available to you to support you in your role as PE.

***If you have any queries or concerns in relation to this question it is advised to contact the Practice Education Team to discuss further.*** Required to answer. Single choice.

Yes - I have completed Trinity College Dublin Practice Education Training in the last 5 years

Yes - I have completed OTHER/non-TCD Practice Education Training in the last 5 years

No- but I can confirm that I am confident that I have sufficient knowledge and skill set to facilitate a student placement and that I have adequate on-site or off-site support available to support me in my role as PE

No- and I cannot confirm that I have sufficient knowledge/skill set/support. \*If selecting this option please link with PEC/RPF to discuss options over the phone (contact details are above)

13.Please confirm your agreement and commitment to each of the following Practice Education specific quality statements:

1. I, the Practice Educator will provide adequate and relevant pre-placement information and reading for the student.

2. Student orientation and induction processes have been established and resources are available to



support the student. The student will also be provided with the appropriate policies and procedures relevant to the placement.

3. There are sufficient facilities and resources available for the student.

4. Sufficient pre-reading and preparation will be completed by I, the Practice Educator in advance of the student start date.

5. The roles of the student and I, the Practice Educator will be discussed so that all parties have a clear understanding of their needs and expectations.

6. I, the Practice Educator will negotiate and review a learning contract with the student that is operational throughout the placement.

7. I, the Practice Educator will provide regular feedback to the student on his/her/their progression towards the attainment of his/her/their competencies.

8. Weekly supervision will be made available in accordance with the Trinity Supervision Protocol and resources.

9. Student self-evaluation will be an integral/valued component of the supervision sessions (formal and informal).

10. Sufficient learning opportunities will be made available for the student to demonstrate competency (assessed on Assessment Form) over the course of his/her/their placement.

11. I, the Practice Educator will establish and maintain an effective, professional, and non-threatening teaching relationship throughout the course of the placement.

12. I, the Practice Educator will facilitate reasonable accommodations/additional support when/as required and I confirm that I will respect the rights and dignity of the student and will demonstrate ethical awareness at all stages of this upcoming placement.

13. I, the Practice Educator will comply with the provision of adequate study hours in line with the Trinity College protocols.

14. I, the Practice Educator will make contact with the university-based Practice Education Team in a timely and appropriate manner to address queries and concerns before, during and after the placement (as required).

15. I, the Practice Educator will complete and sign the final assessment report for the student.

Required to answer. Single choice.

Yes

No

14. In line with the CORU Code of Professional Conduct and Ethics for Occupational Therapists, please confirm that you will maintain high standards of personal conduct and behaviour in your facilitation of this student placement. Required to answer. Single choice.

Yes- I can confirm

No- I cannot confirm

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

Yes

No

16.I provide my consent for this information to be stored securely (following all Data Protection Guidelines) and for it to be provided to CORU if requested.

***\*If no, we may be unable to allocate a placement, as this information is required by CORU for accreditation purposes.*** Required to answer. Single choice.

Yes

No

17.I am willing to receive a student placement allocation for the specified placement dates. Required to answer. Single choice.

Yes

No

18.Please sign your name to confirm submission of this form. Required to answer. Single line text.

Enter your answer

19.Date Required to answer. Date.

Please input date (dd/MM/yyyy)

## Appendix 32: Overview of Memorandum of Understanding system currently in operation in Trinity College Dublin

The Discipline of Occupational Therapy in Trinity College Dublin are monitored and approved by CORU every 5 years. To remain in compliance with CORU and their Criteria for Education and Training Programmes the Discipline of Occupational Therapy is required to have a written Memorandum of Understanding (MOU) in place with each placement provider.

In collaboration with other disciplines within the Faculty for Health Sciences, the discipline has developed a combined MOU. This MOU is a written agreement that covers the roles and responsibilities between the education provider, in this case Trinity, and the placement provider, covering the selection of practice placements to ensure a quality learning experience for students that reflects context and environment of practice and states each party's intention to comply with these agreed actions.

To ensure that each MOU is approved at the appropriate level within each setting the most appropriate person from which the signatory(s) can be sought is clearly identified and contacted directly by the Quality, Accreditation and Rankings Team within the School of Medicine in Trinity College Dublin. The content of each MOU is reviewed and agreed by relevant parties and sign off is obtained. Once completed, the MOU is safely stored and tracked accordingly. Each MOU must be reviewed every 5 years. Should you require further details relating to MOU details and/or completion please contact Claire Gleeson, Practice Education Coordinator - [clgleeso@tcd.ie](mailto:clgleeso@tcd.ie)

## Appendix 33: Trinity College Dublin Practice Education Pre-Placement Quality Assurance Audit Tool



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

### Trinity College Dublin Practice Education Placements Pre-Placement Quality Assurance Audit Tool

In line with Trinity College Dublin Practice Education Quality Assurance processes and procedures each placement site is approved using a Quality Assurance Audit Tool.

This Quality Assurance Audit Tool **MUST** be completed *prior to* placement when the PEC/RPF is engaged in the placement approval process.

When completing this tool, the PEC/RPF will utilise all available information regarding the Practice Educator and the Placement Site to ascertain whether or not the placement is meeting all Quality Assurance criteria.

Should quality related issues be raised during the completion of this Audit Tool the actions outlined in section 5.2.1 and 5.2.2 on the Practice Education Handbook should be adhered to.

Trinity College Dublin Practice Education Placements - Quality Assurance Audit Tool	
Quality Assurance Statement	Y/N
1. Memorandum of Understanding is in operation with placement site and is up to date (to be completed every 5 years)	
2. Placement Offer and Pre-Allocation Agreement form has been completed by the Practice Educator/placement site and has been reviewed by the PEC/RPF.	
3. When reviewing the Placement Offer and Pre-Allocation Agreement Form the PEC/RPF has confirmed that the PE: A. Is CORU registered (same verified) B. Has greater than 1 years' experience working as an Occupational Therapist	

- |  |  |
|--|--|
| <p><b>C. Has completed PE training in the last 5 years and/or is confident that he/she has the necessary knowledge and skill set required to facilitate a student placement</b></p> <p><b>D. *Has agreed and committed to ALL quality PE statements listed (15 in total)</b></p> <p><b>E. Has agreed and committed to maintain high standards of personal conduct and behaviour in your facilitation of this student placement in line with CORU Code of Professional Conduct and Ethics for Occupational Therapists</b></p> |  |
|--|--|

## Appendix 34: Trinity College Dublin Occupational Therapy Quality Assurance Action Plan – Template



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

### Discipline of Occupational Therapy Trinity College Dublin Practice Education – Quality Assurance Action Plan

The quality of all practice education placements is monitored on a regular basis by the Practice Education Team. Should any quality issues arise/ be identified at any stage during the placement process (i.e. preparation stage, maintenance stage or review stage), this quality assurance action plan is used to identify, guide and direct actions that need to be taken to address such quality issues.

**Placement Site:** .....

#### When was the quality issue identified?

Pre-placement; preparation stage	
During placement; maintenance stage	
Post-placement; review stage	

**Date Action Plan commenced:** .....

Quality Issue Identified	Summary of the Quality Issue Information	Action Plan	Ownership	Timeline	Validation	Outcome
<i>Statement of the quality issue identified</i>	<i>All pertinent details related to the quality issue</i>  <i>If any collateral information is required, who was this information sought from?</i>	<i>What is the action plan to address the quality issues identified?</i>	<i>Who is responsible for following through on actions identified?</i>  <i>Issues can be addressed by individuals or combination of individuals if required. Individuals involved most likely to be: TCD PET (PEC, RPF), HoD, PE Site (PE supervisor, OT Manager etc.),</i>	<i>Deadline for completion of identified actions</i>	<i>Evidence that action has been completed</i>	<i>Was the issue resolved, mitigated?</i>  <i>Is further action required (if so, what is the action?)</i> <i>(*If further action needed, continue the issue in subsequent rows of this form.)</i>



## Appendix 35: Student post placement feedback and evaluation tool



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

### Student Practice Education Feedback and Evaluation Tool 2024-2025

In line with the Trinity College Dublin Practice Education Quality Assurance Processes and Procedures (set out in section 5 of the Practice Education handbook), the Practice Education Team (PET) would appreciate if you would take the time to complete this form. This Evaluation Tool is based on the HSCP National Interprofessional Placement Evaluation Tool for Students. Your input is very important to the future development of Practice Education in Trinity. The purpose of this evaluation tool is to assist in evaluating, monitoring, and auditing Occupational Therapy (OT) student placement experiences to support quality of practice education for all stakeholders.

The Practice Educator Coordinator (PEC) and/or Regional Placement Facilitator (RPF) will collect this data and review accordingly and confidentially. All of the feedback obtained from this tool will be summarized. The data generated from the tool will be used to report to CORU and AOTI, in relation to the quality of practice education placements.

Please be mindful of the feedback information that you provide. If you have concerning/serious feedback, please contact the Practice Education Coordinator and/or Regional Placement Facilitator directly to discuss this on a one-to-one basis. Please be advised that feedback of this nature will be managed in a sensitive manner and will be dealt with according to policies and procedures of Trinity and or the health service/institution that have provided the placement to you. Please be advised that sensitive information in some cases CANNOT remain confidential and actions may have to take place to follow up on same.

1. Please indicate the Placement Site:

Enter your answer

2. The statements below are from the National Interprofessional Placement Evaluation Tool - Student Evaluation which assess quality associated with the placement supervisors and practice education sites who have have responsibility to provide a student-centred, safe learning environment where students develop and demonstrate professional behaviour and practice competence to the expected level.

Please rate the statements by indicating if the quality standard was met or not.

**Met to a High Standard**



**Met**

**Not Met**

**Not Applicable**

1. I was provided with relevant pre-placement information
2. The practice educator/practice tutor provided orientation and induction to the department, team and/or service
3. I was welcomed and included as a new member of the team
4. The practice educator/practice tutor provided me with the appropriate policies and procedures relevant to the placement
5. The practice educator/practice tutor discussed my learning needs and we agreed ways of achieving the identified learning outcomes
6. The practice educator/practice tutor supervisor provided clear expectations of performance/competence
7. The practice educator worked in a professional manner with patients/ clients and other team members
8. The practice educator/practice tutor supported my learning, and I could ask questions, review and discuss my performance
9. The practice educator took time to facilitate my learning of practice skills to meet the performance/competence for my stage in my programme
10. The practice educator/placement supervisor enabled my participation in inter/multi-disciplinary teams where available
11. The opportunity to visit other services or disciplines was provided where available
12. The practice educator/practice tutor encouraged me to self-evaluate and reflect
13. I was given regular specific feedback on my performance during the placement
14. If a practice tutor/regional placement facilitator was in place there was regular communication between us
15. Time for self-directed learning was provided during the placement
16. My university and placement setting provided me with access to resources, libraries, and other educational platforms to support my learning
17. The practice educator completed assessment documentation for my placement at required intervals and in line with guidance from my university

3. Please comment on how useful you found having a half-way visit or phone call (if relevant to you):

Enter your answer

4. Please comment on your overall placement experience:

Enter your answer

## Appendix 36: Practice Educator post placement feedback and evaluation tool



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

### **Practice Educator Placement Feedback and Evaluation Tool**

The Practice Education Team (PET) would appreciate if you would take the time to complete this feedback and evaluation tool. This feedback and evaluation tool is based on the HSCP National Interprofessional Placement Evaluation Tool for Practice Educators (NIPPET- Practice Educator Evaluation). The purpose of the tool is to assist in the evaluation, auditing and monitoring of quality of practice education from Practice Educators, a key stakeholder in practice education learning.

The Practice Educator Coordinator (PEC) and/or Regional Placement Facilitator (RPF) will collect this data and review accordingly and confidentially. All of the feedback obtained will be summarized and categorized. The overall general results of this evaluation tool may be used for feedback purposes to CORU and AOTI in order to inform the registration and development of Practice Education across the Trinity Occupational Therapy Programme.

NB: Please be advised that the information provided on this tool is for evaluation purposes only and personal details will not be used when reporting the overall feedback.

1. Please state the Placement Site:

Enter your answer

2. This section relates to the standards whereby the HEI (Trinity College) has the responsibility to ensure that the placement site is appropriately prepared for taking students on placement. Please indicate by completing the boxes below to what level each standard was met by Trinity:

**Met to a High Standard**

**Met**

**Not Met**

**Not applicable**

- A. The HEI has provided me with opportunities for practice educator training on how to supervise, teach & assess students on placements.

- B. The HEI provided in advance of the placement, access to their practice education handbook containing all policies and procedures & information of expected student performance/competence for the placement level.
- C. The HEI provided adequate information on appropriately completing student assessment forms
- D. The HEI provided in advance of placement, clear information on the pathway & timelines to be followed to manage an underperforming student.
- E. The HEI provided in advance of placement, guidance that clearly defined the roles & responsibilities of the practice educator in educating the student to the required standard.
- F. The HEI provided in advance of placement, clear information on the pathway & timelines to be followed to manage an underperforming student & information regarding fitness to practice concerns.

3. Did you find the half-way visit/phone call offered by Trinity helpful in supporting you as a Practice Educator and in supporting the student (if applicable)?

Yes

No

Not Applicable

4. This section relates to the standards associated with the student taking responsibility for their own learning while on placement.

Please indicate by completing the boxes below to what level each standard was met:

**Met to a High Standard**

**Met**

**Not Met**

**Not applicable**

- A. The student provided relevant information/ documents requested in advance of placement.
- B. The student was prepared for placement by the HEI & engaged in all pre-placement requirements.
- C. The student actively sought feedback, to help identify their learning needs.
- D. The student actively responded to feedback & incorporated it into their practice to develop their competence.

- E. The student regularly evaluated their performance & identified both their strengths & areas for improvement.
- F. The student appropriately implemented procedures on obtaining consent.

5. Please provide additional suggestions or comments you may have in relation to practice education.

Enter your answer

## Appendix 37: The National Interprofessional Placement Evaluation Tool (NIPPET – HEI) - HEI Self-Evaluation



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

### Higher Education Institute Quality Assurance Self Evaluation Tool

*\*To be completed by TCD Practice Education Team on an annual basis (August/pre-term)*

**Standard 1: The Higher Education Institute (HEI) has policies and procedures in place that operationally manage the placement system.**

Quality Indicator	Met to a High Standard	Met	Not Met	NA	Comments
1.1 The HEI has an operational agreement with the organisation					
1.2 The HEI has a policy that includes (i) the minimum amount of years an educator must have to be an educator and (ii) registration status					
1.3 The HEI has a policy defining the procedure for the selection of sites and the management of unforeseen circumstances					
1.4 The HEI has materials that identify expectations of					

competency attainment for each placement level					
1.5 The HEI ensures that the students complete preplacement preparation requirements.					
1.6 The HEI has a policy or procedure procedures for allocation of placements that includes students' personal circumstances.					
1.7 The HEI has a GDPR compliant system to manage placements documentation.					
1.8 The HEI structures placements into the programme with sufficient hours to accommodate student unforeseen absence.					
1.9 The HEI has a calendar of training commensurate with placements.					

**Standard 2: The Higher Education Institute (HEI) has a responsibility to lead on ongoing quality improvements and developments in practice education.**

Quality Indicator	Met to a High Standard	Met	Not Met	NA	Comments
2.1 The HEI collects feedback from students and					

educators and evidences responses to feedback.					
2.2 The HEI and placement provider meet annually to review placement processes.					

## Appendix 38: The National Interprofessional Placement Evaluation Tool (NIPPET – Service User) - Service User Student Evaluation



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

### Service User Student Evaluation Tool

**Standard 6: The student communicates to services users to their expected standard.**

Quality Indicator	Met to a High Standard	Met	Not Met	NA	Comments
6.1 Did the student introduce himself or herself appropriately?					
6.2 Did the student clarify your preferred name?					
6.3 Did the student ask how you are?					
6.4 Did the student tell you who they are?					
6.5 Did the student tell you what they are going to do and why?					
6.6 Did the student give you time to ask questions?					



6.7 Did the student gain your consent to talk to you or consent for what they are going to do?					
6.8 Did you understand what the students was saying?					
6.9 Did the student ask appropriate questions?					
6.10 Did the student give you time to ask questions or identify any discomfort?					
6.11 Was the student friendly and kind?					
6.12 Did the student listen to you and show that they had heard your story?					
6.13 Did the student give you sufficient time to discuss our worries or concerns?					

6.14 Was the student professional in their communication and presentation?					
6.15 Did the student seek support if needed?					