DISCIPLINE OF OCCUPATIONAL THERAPY UNDERGRADUATE PRACTICE EDUCATION HANDBOOK
Discipline of Occupational Therapy

Trinity College Dublin

Undergraduate Practice Education Handbook

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Developed: January to July 2019

Next Review Date: December 2019

Who should read this handbook?

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

Please read the handbook carefully and retain for future reference.

Developed by: Claire Gleeson and Lorna Rowe

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

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

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

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

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

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

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

1.1 Mission Statement of the Undergraduate Occupational Therapy Programme

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

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

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

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

1.2 Undergraduate Programme Learning Outcomes

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

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

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

3. Articulate and demonstrate the centrality of occupation in people’s lives through critical analysis, reflective practice and professional reasoning.
4. Develop occupation focussed solutions from the individual to the population level within both traditional and emerging practice environments.

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

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

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

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

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

1.3 Philosophy, Purpose of the Programme and Educational Philosophy

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

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

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

“Occupational therapy is a client-centered health profession concerned with promoting health and well being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapists achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement.”
Occupational therapists have a broad education in the medical, social behavioural, psychological, psychosocial and occupational sciences which equips them with the attitudes, skills and knowledge to work collaboratively with people, individually or in groups or communities....” (WFOT 2010)

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

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

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

Educational Philosophy: Entry into the programme of Occupational Therapy at Trinity College is via two routes – Central Applications Office through a points system or via the mature students Application Process. Irrespective of the manner in which students access the programme we regard those entering the programme as individuals with diverse academic, cultural and social backgrounds who have different learning needs and expectations. We value their individuality and we facilitate students to identify their own learning needs and
strengths throughout the course. Through teaching approaches which facilitate self-discovery in students alongside more traditional learning such as lectures and tutorials, students develop skills in self-awareness and understanding of others which are key requirements of the practicing therapist.

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

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

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

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

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

We see practice education as a critical part of the educational curriculum. We provide student learning opportunities in practices which reflect the values of the curriculum and which are representative of a range of current and emerging occupational therapy practices and contexts within the Republic of Ireland, and internationally. We monitor, and we encourage students to monitor, their own learning needs to identify gaps, goals and achievements. By providing students with a range of practice education experiences, this
part of the education programme allows theoretical constructs to be transformed into the reality of practice. Through consultation with our practice educators, we monitor the experiences offered to our students to ensure these reflect the depth and scope of our curriculum design. This further strengthens the tie between classroom and practice experience.

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

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

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

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

The four tables below identify the different Modules that the students take across the four years of the programme, furthermore, it stipulates the module number for each module and identifies the number of European Credit Transfer and Accumulation System (ECTS) for each module. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation
and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

As evident from each table, the Practice Education Modules take place within each academic year and are integrated with all other strands of the course, ensuring that the students graduate meeting the standards of proficiency as specified by CORU. The students are required to build on their learning in each academic year and to apply all their knowledge, skills, abilities and attitudes to each Practice Education placement, thus ensuring that their abilities, competencies and standards of proficiency are continuously progressing and developing over the course of the programme.
1.4.1 Junior Fresh (Year 1) Modules

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

Table 1. Junior Fresh (Year 1) Modules

1.4.2 Senior Fresh (Year 2) Modules

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OTU22001</td>
<td>Occupational Therapy with Older Adults 1</td>
<td>5</td>
</tr>
<tr>
<td>OTU22002</td>
<td>Social and Personality Psychology</td>
<td>5</td>
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Table 2. Senior Fresh (Year 2) Modules

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
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</thead>
<tbody>
<tr>
<td>OTU22003</td>
<td>Research Methods and Statistics</td>
<td>5</td>
</tr>
<tr>
<td>OTU22004</td>
<td>Disability and Intellectual Disability Studies</td>
<td>10</td>
</tr>
<tr>
<td>OTU22005</td>
<td>Study of Occupation Practice and review</td>
<td>5</td>
</tr>
<tr>
<td>OTU22006</td>
<td>Practice Education</td>
<td>10</td>
</tr>
<tr>
<td>OTU22007</td>
<td>Occupational Therapy for Adults – Physical 1</td>
<td>5</td>
</tr>
<tr>
<td>OTU22010</td>
<td>Professional Development</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Communications - Narrative Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assistive Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Upper Limb Intervention – Splinting</td>
<td></td>
</tr>
<tr>
<td>OTU22011</td>
<td>Conditions in Occupational Therapy: Adult Physical and Children</td>
<td>5</td>
</tr>
<tr>
<td>OTU22012</td>
<td>Conditions in Occupational Therapy: Adult Mental Health</td>
<td>5</td>
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</tbody>
</table>

1.4.3 Junior Sophister (Year 3) Modules

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OTU33001</td>
<td>Health Psychology</td>
<td>5</td>
</tr>
<tr>
<td>OTU33002</td>
<td>Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>OTU33004</td>
<td>Study of Occupation</td>
<td>5</td>
</tr>
<tr>
<td>OTU33005</td>
<td>Occupational Therapy Theory and Interventions for Adults: Physical 2</td>
<td>5</td>
</tr>
<tr>
<td>OTU33006</td>
<td>Occupational Therapy with Older Adults (2)</td>
<td>5</td>
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</tbody>
</table>
Table 3. Junior Sophister (Year 3) Modules

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OTU33007</td>
<td>Occupational Therapy for Mental Health Adults</td>
<td>5</td>
</tr>
<tr>
<td>OTU33008</td>
<td>Professional Development Group Theory and Facilitation</td>
<td>10</td>
</tr>
<tr>
<td>OTU33009</td>
<td>Occupational Therapy for Children</td>
<td>5</td>
</tr>
<tr>
<td>OTU33010</td>
<td>Junior Sophister Practice Education</td>
<td>10</td>
</tr>
<tr>
<td>OTU33011</td>
<td>Social Policy Concepts</td>
<td>5</td>
</tr>
<tr>
<td>HSIPL</td>
<td>Inter Professional Learning</td>
<td></td>
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</tbody>
</table>

1.4.4 Senior Sophister (Year 4) Modules

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTU44001</td>
<td>Disability Studies</td>
<td>5</td>
</tr>
<tr>
<td>OTU44002</td>
<td>Study of Occupation</td>
<td>5</td>
</tr>
<tr>
<td>OTU44003</td>
<td>Contemporary issues in OT Practice</td>
<td>10</td>
</tr>
<tr>
<td>OTU44004</td>
<td>Evaluative Practice – Bringing evidence to practice</td>
<td>5</td>
</tr>
<tr>
<td>OTU44005</td>
<td>Senior Sophister Practice Education</td>
<td>10</td>
</tr>
<tr>
<td>OTU44006</td>
<td>Research</td>
<td>10</td>
</tr>
<tr>
<td>OTU44007</td>
<td>Ethical Considerations, Leadership and Clinical Governance</td>
<td>10</td>
</tr>
<tr>
<td>OTU44008</td>
<td>Social Policy Analysis</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 4. Senior Sophister (Year 4) Modules
Section 2: Practice Education at Trinity College Dublin
Section 2: Practice Education at Trinity College Dublin

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

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

Values:

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

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

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2.3.1 Definition of Roles in Practice Education at Trinity

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

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

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

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

Practice Educator (PE) is used to describe the identified occupational therapy practitioner in the placement setting who facilitates the student learning face-to-face on a daily basis and generally has primary responsibility for the formative and/or the summative assessment of student competence. The Practice Educator is supported in this role by the other members of the Practice Education Team. The Practice Educator must confirm that he/she is a registered occupational therapist, with CORU, with a minimum of one year’s experience on the Trinity College Dublin Occupational Therapy Placement Offer Form (Appendix 19) which is submitted to the PEC/RPF. The Practice Educator does not have to be based on the same site as the student but is responsible for supervising and evaluating the student. Students with on-site supervisors in role emerging placements who are not Occupational Therapists will also have a Practice Educator allocated to them.
Students are responsible for engaging in all stages of the practice education process (preparation, maintenance and review).

2.3.2 Overview of Roles in the Practice Education Team

2.3.2.1 Role of the Practice Education Coordinator

To prepare and support students for practice education placements:

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

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

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

To support Practice Educators/ Practice Tutors as follows:

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

To support the Discipline of Occupational Therapy:

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

2.3.2.2 Role of the Practice Tutors

To facilitate student learning in a positive learning environment:

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

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

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

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

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

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

- Engage and attend Practice Education training provided by the Discipline of Occupational Therapy in order to help develop the skills to be an educator.
- Ensure that they have prepared effectively for the student commencing his/her placement.
- Liaise with the Discipline of Occupational Therapy in relation to placement allocation, policies and procedures etc.
- Enable and support students to identify learning objectives to support them in meeting their competencies.
- Assist with setting placement learning objectives.
- Facilitate practical application of theory to practice.
- Provide realistic caseload for stage of Practice Education placement in line with placement setting, context and policies and procedures.
- Promote the importance of and show motivation in own profession, role and specialty.
- Facilitate student learning within a comfortable learning environment.
- Respond and follow up with Practice Education Coordinator in relation to half-way visits/phone calls to ensure ongoing and consistent communication between both parties.
- Follow all Practice Education procedures and steps as directed by the Practice Education Handbook, by the Discipline of Occupational Therapy and the Practice Education Handbook.
- Evaluate student performance by completion of the Practice Education Assessment Form both at midway and end of placement. Return assessment form to the Practice Education Coordinator in a timely manner (within 5 working days post completion of the placement).
- Inform the student and liaise with the Discipline of Occupational Therapy, at the earliest opportunity if concerns are identified in relation to the student’s performance.
- Where necessary, provide feedback to the Practice Education Team regarding the Trinity Practice Education process.

2.3.2.4 Role of the Occupational Therapy Student

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

- Undergo Health Screening Process as per Trinity College Policy.
• Complete Garda Vetting Procedure as per Trinity College Policy.
• Attend Mandatory Preparation for Practice Education Modules.
• Complete and pass Manual Handling Examination.
• Complete relevant HSE Land modules; e.g. Children’s First Module (as directed by the Practice Education Team).
• Maintain Reflective Reports during Practice Education Modules.
• Personally receive their placement allocation.
• Submit their Curriculum Vitae detailing relevant past placement and work experience and voluntary experience a minimum of 3 weeks prior to the commencement of the placement.
• If applicable consider registering with the Trinity Disability Service and engage in the Disability Service procedures if students wish to disclose a disability on placement and wish to avail of reasonable accommodation on placement.
• Complete and engage in a placement site visit where possible.
• Comply with all site specific pre-placement requirements including providing Garda Vetting certification, vaccination screening information etc.
• Read recommended chapters, lecture notes or papers relevant to placement.
• Consider own areas of strength and areas of growth/weakness in relation to pre-placement information provided and background knowledge of placement context.

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

During and on completion of placement:

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

• Present and discuss placement learning objectives with their allocated practice educator.
• Review and update their Learning Contract in line with learning opportunities on placement.
• Recognise the need for self-directed learning.
• Consider the learning process as a co-operative one.
• Participate actively in all aspects of placement.
• Monitor achievement of placement learning objectives.
• Be active in weekly supervision process. Complete all supervision forms as required and maintain same in CPD folder.
• Maintain and update CPD portfolio.
• Complete Reflective Report Forms.
• Be sensitive to staff workload.
• Maintain professional attitude at all times with practice educator, clients, relatives and staff.
• Discuss queries, concerns, difficulties or misunderstandings as soon as possible with relevant staff.
• Provide feedback to the Discipline of Occupational Therapy as necessary.
• Observe and comply with the Health and Safety and Manual Handling Policies whilst on placement and take responsibility for care of oneself and others.
• Observe the proper uniform and identification procedures for each placement site. Students should not travel to and from placement in uniform. (There may be some exceptions i.e. home visits, schools etc. check with the supervisor).
• Take responsibility to gain the maximum learning benefit from the placement.
• Return all keys and placement equipment at the end of the placement to the Practice Educator.
• Students must complete specific elements of their assessment form and sign on completion of the placement. Students should retain a photocopy of their final assessment form and store in their CPD portfolio.
• Submit Reflective Report Forms to Practice Education Coordinator/Regional Placement Facilitator.
• Attend post placement de-brief and review day in College.

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

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

2.4 The Practice Education Programme Overview at Trinity
The Practice Education programme at Trinity combines college-based lectures, tutorials, workshops, self-directed learning, reflective practice, and practice education placements in a range of clinical settings. The Practice Education programme integrates with all other strands of the course, ensuring that students graduate meeting the standards of proficiency as specified by CORU.
The Practice Education modules and placements on the Occupational Therapy programme at Trinity have been designed to comply and meet with both national and international requirements. These include the following:


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

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

The range of student experiences always includes:

1. People of different age groups.
2. People who have recently acquired and/or long-standing health needs.
3. Interventions that focus on the person, the occupation, and the environment (WFOT, 2016).

The student placement experiences will normally encompass at least three of the following parameters:
• A range of personal factors such as gender, ethnicity, etc. that is reflective of the population that will be recipients of Occupational Therapy.
• Individual, community/group, and population approaches.
• Health conditions that affect different aspects of the body structure and function and that cause different kinds of activity limitations
• Pre-work assessment, work re-entry, career change.
• Different delivery systems such as hospital and community, public and private, health and educational, urban, and rural, local, and international.
• Existing and emerging services, such as services being developed for and with people who are under-employed, disempowered, dispossessed or socially challenging; organisations and industries that may benefit from Occupational Therapy expertise; arts and cultural services.
• Settings where there are currently no occupational therapist employed (WFOT, 2016).

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

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

• The Practice Education Module - College-based activities
• Self-directed learning
• Practice Education Placements

Figure 2. Key components of the Practice Education Programme
2.6.1 The Practice Education Module - College-based activities

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

Outlined in sections 2.6.1.1 to 2.6.1.4 are descriptions of the Module Content for each Practice Education Preparation Course that students undertake in advance of each of their placements and the Learning Outcomes to accompany same. The Learning Outcomes for each module are mapped to the domains within the CORU Standards of Proficiency for Occupational Therapists demonstrating how the students are developing same over the course of their 4 years. *(Please see the Curriculum Handbook for further details on the Modules).*

2.6.1.1 Module: OTU11004; Junior Fresh Practice Education

Module Content:

**M.C. 1: An Introduction to Practice Education & Understanding Occupational Therapy in Practice;** Introduction to the Structure of Practice Education; Practice Education Policies, Procedures, Checklists and Resources, and the Practice Education Handbook. An Introduction to the work of an Occupational Therapist in different practice contexts and an exploration of occupation in practice.

**M.C. 2: Occupational Therapy as a Profession;** Explore definition of Occupational Therapy (OT), Role and Impact of Occupational Therapy within an Interdisciplinary team. Introduction to the CORU Code of Professional Conduct and Ethics for Occupational Therapists and the World Federation of Occupational Therapists Code of Ethics.

**M.C. 3: An Introduction to the OT Process and Goal Setting in Practice;** An introduction and understanding of how the OT process and goal setting works in practice.

**M.C. 4: Communication and Collaborative Practice;** An introduction to communication in practice education settings with a focus on confidentiality, informed consent, documentation, and therapeutic person centered collaborative relationships.

**M.C. 5: Health and Safety in Practice and Observation Skills in Practice;** Mandatory Infection Control Training and Children’s First Training to ensure the protection of service users. An introduction to the clinical observation aid and observation skills to support professional practice.

**M.C. 6: Professional Site Visit;** A planned site visit to a Practice Tutor site.

**M.C. 7: An Introduction to Reflective Practice and the Development of the Continuous Professional Development (CPD) Portfolio;** An Introduction to reflective models of practice and the development of a CPD Portfolio for practice.

**M.C. 8: Supervision and Feedback in Practice;** Exploration of Supervision and Feedback utilised in Practice Education Placements, including an introduction to Learning Styles, the
Learning Contract/Personal Development Plan, the Practice Education Assessment Forms and Time Lines and Expectations for Practice.

**M.C. 9: Self-management of Health and Wellbeing in Practice and Learning from our Peers;** An introduction and exploration of the concepts of health and wellbeing in practice and the need for same, with a focus on the development of a toolbox to support self-management of health and wellbeing. Peer Support session with advanced occupational therapy students.

**M.C. 10: Communication Workshop for Practice Education Level 1;** Practical workshop focusing on the development of communication skills necessary for Level 1 Practice Education Placement; Client, and Interdisciplinary interactions.

**M.C. 11: Practicalities of Practice Education;** Support session to prepare students with the practicalities of placement; including preparation for official pre-placement site visits, further exploration of policies and procedures (as per the Practice Education Handbook) for placements and a question and answer session.

**M.C. 12: Two Week Practice Education Placement Level 1;** A Two Week Practice Education Placement Level 1 in a practice context allocated by the Practice Education Coordinator and/or Regional Placement Facilitator. The student is supervised by a practicing CORU registered Occupational Therapist, acting as a Practice Educator.

**M.C. 13: Practice Education Debrief and Review Day- post placement;** A reflective session exploring and identifying the students learning from their Level 1 Practice Education Placement and how this can be transferred to the Level 2 Practice Education Placement.
Learning Outcomes for Module: OTU11004; Junior Fresh Practice Education

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

<table>
<thead>
<tr>
<th>Learning Outcome (L.O.)</th>
<th>Standards of Proficiency (SOP); Domain (D) - Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.O.1:</strong> Model and practice satisfactory professional behaviours within the legal, professional ethical, and local practice contexts and boundaries of the profession.</td>
<td>SOP D: 1 P: 1, 2, 5, 7, 9, 10, 11, 12, 15</td>
</tr>
<tr>
<td><strong>L.O.2:</strong> Work safely in compliance with relevant and current health and safety regulations, legislation and guidelines as specified in the practice setting and adhere to confidentiality.</td>
<td>SOP D: 1 P: 1; D:3 P: 13, 14</td>
</tr>
<tr>
<td><strong>L.O.3:</strong> Communicate effectively and in a professional manner with individuals including service users and colleagues.</td>
<td>SOP D: 1 P: 8, 10, 11, 12; D: 2 P: 6, 8, 13, 15</td>
</tr>
<tr>
<td><strong>L.O.4:</strong> Demonstrate effective time management skills and present self in a manner appropriate to the working environment.</td>
<td>SOP D: 1 P: 7</td>
</tr>
<tr>
<td><strong>L.O.5:</strong> Engage and take responsibility for own learning and professional development.</td>
<td>SOP D: 4 P: 1, 2, 3, 5</td>
</tr>
<tr>
<td><strong>L.O.6:</strong> Interpret information using observation skills.</td>
<td>SOP D: 5 P: 2</td>
</tr>
<tr>
<td><strong>L.O.7:</strong> Demonstrate reflection skills.</td>
<td>SOP D: 4 P: 3, 5</td>
</tr>
</tbody>
</table>

Table 5. Learning Outcomes and Standards of Proficiency Year 1

2.6.1.2 Module: OTU22006 Senior Fresh Practice Education

Module Content:

**M.C. 1: Practice Education Preparation & Policies and Procedures in Practice:** Re-introduce the Structure of Practice Education; Practice Education Policies, Procedures, Checklists and Resources, and the Practice Education Handbook within the context of the Senior Fresh Placement. An Introduction to data protection, freedom of information, confidentiality, informed consent and disclosure.

**M.C. 2: Occupational Therapy as a Profession:** Explore the scope of Occupational Therapy in practice, explore boundaries, Interdisciplinary members roles, and team working. Professionalism as an Occupational Therapist. Introduce the CORU Standards of Proficiency for Occupational Therapists and the alignment with the Practice Education Assessment Forms.

**M.C. 3: Communication in Practice:** Exploring communication proficiencies in the context of practice with a focus on different types of documentation and therapeutic use of self in service user interactions, introductions and initial interviews.

**M.C. 4: Applying Theory to Practice:** Explore and apply the key occupational therapy theoretical concepts in practice, with a focus on models of practice, frames of reference and occupation focused and based practice.

**M.C. 5: Thinking like an Occupational Therapist:** Introduction to clinical and professional thinking and decision making in practice, incorporating evidence informed practice.
M.C. 6: **Professional Learning and Development;** Devising a professional Curriculum Vitae for practice and development of a learning contract/professional development plan and exploring learning styles.

M.C. 7: **Supervision, Feedback and Reflection in Practice:** In-depth exploration of the use of reflective models and managing supervision and feedback on practice.

M.C. 8: **Risk Management and Clinical Precautions in Practice:** An introduction to risk management and clinical precautions necessary for safe practice.

M.C. 9: **Presenting oneself for Professional Practice:** Pre-placement preparation interviews to support continuous professional development.

M.C. 10: **Mandatory CPR Training;** Practice workshop for all to be trained in CPR practice.

M.C. 11: **Practical Skills Workshop & Practicalities of Practice Education;** Practical Workshop to support students in developing time management, prioritization and organizational skills for practice. Support session to prepare students with the practicalities of placement; including preparation for official pre-placement site visits, further exploration of policies and procedures (as per Practice Education Handbook) for placements and a question and answer session.

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

M.C. 13: **Practice Education Debrief and Review Days- half-way and post placement;** An exploration and reflective session exploring and identifying the students learning garnered from their Level 2 Practice Education Placement.
Learning Outcomes for Module: OTU22006; Senior Fresh Practice Education

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

Linked to Standards of Proficiency (SOP); D-Domain P- Proficiency

| L.O.1: Model and practice satisfactory professional demeanor and behaviours within the legal, professional ethical, and local practice contexts and boundaries of the profession. | SOP D: 1 P: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15 |
| L.O.2: Work safely and in compliance with relevant and current health and safety regulations, legislation and guidelines as specified in the practice setting and adhere to confidentiality and informed consent. | SOP D: 1 P: 1, 13, 14, 15, 16; D: 3 P: 13, 14 |
| L.O.3: Model effective listening, verbal and nonverbal communication skills both formally and informally with service users, the practice educator/s, the interdisciplinary team, colleagues and other relevant individual’s. | SOP D: 1 P: 10, 11, 12; D: 2 P: 2, 13, 15 |
| L.O.4: Write accurate, clear, contemporaneous records in accordance with legal and professional requirements. | SOP D: 1 P: 10, 11, 12; D: 2 P: 6, 7, 8 |
| L.O.5: Assist and manage a small caseload of service users through the OT process. | SOP D: 1 P: 10, 11, 12; 18, D: 2 P: 6, 7, 8 |
| L.O.6: Demonstrate an understanding of relevant biological sciences including anatomy, human development, social and behavioural sciences, occupational science and other related sciences, together with a knowledge of health and wellbeing, function, disease, disorder, and dysfunction and be able to apply this to the practice of occupational therapy with consideration to the person – environment – occupation relationship. | SOP D: 5 P: 2, 3, 5 |
| L.O.7: Understand and be able to articulate the centrality and influence of occupation on health, wellbeing and social participation and engage a service user/s in meaningful occupation. | SOP D: 5 P: 1, 2, 3, 8, 9, 10, 11, 12 |
| L.O.8: Engage and take responsibility for own learning and professional development and engage in a professional supervision process. | SOP D: 4 P: 1, 2, 3, 5 |
| L.O.9: Demonstrate reflective skills. | SOP D: 4 P: 3, 5 |

Table 6. Learning Outcomes and Standards of Proficiency Year 2

2.6.1.3 Module: OTU33010 Junior Sophister Practice Education

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

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

**M.C. 3: Making the Most of the Supervision Hour;** Session to focus on resources to support a professional supervisory relationship (supervision forms, learning contract/professional development plan, assessment form, timelines and expectations document, CPD portfolio) and how to make the most of the supervisory relationship.

**M.C. 4: Practical Skills Workshop;** Practical Workshop on interdisciplinary roles in practice, report writing, therapeutic handling and being a professional occupational therapist.

**M.C. 5: Eleven Week Practice Education Placement Level 3;** An eleven week Practice Education Placement Level 3 in a practice context allocated by the Practice Education Coordinator and/or Regional Placement Facilitator. Student supervised by a practicing CORU registered Occupational Therapist, acting as a Practice Educator.

**M.C. 6: Practice Education Debrief and Review Days- half-way and post placement;** A reflective session exploring and identifying the students learning from their Level 3 Practice Education Placement.
<table>
<thead>
<tr>
<th>Learning Outcomes for Module: OTU33010; Junior Sophister Practice Education</th>
<th>Linked to Standards of Proficiency (SOP); D-Domain P-Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.O. 1:</strong> Model and practice satisfactory professional demeanor and behaviors within the legal, professional ethical, and local practice contexts and boundaries of the profession.</td>
<td>SOP D: 1 P: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15</td>
</tr>
<tr>
<td><strong>L.O. 2:</strong> Work safely and in compliance with relevant and current health and safety regulations, legislation and guidelines as specified in the practice setting and adhere to confidentiality and informed consent.</td>
<td>SOP D: 1 P: 1, 3, 4, 13, 14, 15, 16; D:3 P: 13, 14</td>
</tr>
<tr>
<td><strong>L.O. 3:</strong> Model effective listening, verbal and nonverbal communication skills both formally and informally with service user/s, the practice educator/s, the interdisciplinary team, colleagues and other relevant individual’s.</td>
<td>SOP D: 1 P: 15, 17; D: 2 P: 1, 2, 3, 9, 13, 14, 15</td>
</tr>
<tr>
<td><strong>L.O. 4:</strong> Apply the principles of therapeutic use of self for service user interactions.</td>
<td>SOP D: 1 P: 15, 17; D: 2 P: 1, 2, 3, 9, 13, 14, 15; D: 5 P: 14</td>
</tr>
<tr>
<td><strong>L.O. 5:</strong> Write accurate, clear, contemporaneous records in accordance with legal and professional requirements.</td>
<td>SOP D: 1 P: 10, 11, 12; D: 2 P: 6, 7, 8</td>
</tr>
<tr>
<td><strong>L.O. 6:</strong> Manage a caseload under supervision.</td>
<td>SOP D: 5</td>
</tr>
<tr>
<td><strong>L.O. 7:</strong> Demonstrate application of the complete occupational therapy process under supervision.</td>
<td>SOP D: 3 P: 1, 2, 3, 4, 5, 6, 7, 8; D: 5 P: 1, 3, 6, 7, 8, 9, 11, 15, 16, 18, 19, 20, 21, 23, 25</td>
</tr>
<tr>
<td><strong>L.O. 8:</strong> Demonstrate the application of theory, conceptual models, evidence-based practice and clinical reasoning to practice standard under supervision.</td>
<td>SOP D: 5 P: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25</td>
</tr>
<tr>
<td><strong>L.O. 9:</strong> Analyse, grade and enable activity and occupation and be able to adapt environments to enhance occupational participation and engagement to positively influence the health, well-being and function of individuals, families, groups and communities in their occupations, everyday activities, roles and lives.</td>
<td>SOP D: 5 P: 5, 6, 7, 8, 10, 11, 12, 13</td>
</tr>
<tr>
<td><strong>L.O. 10:</strong> Demonstrate being a self-directed learner who takes responsibility for their own learning and professional development and who is able to integrate new knowledge and skills in order to improve practice.</td>
<td>SOP D: 4 P: 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td><strong>L.O. 11:</strong> Demonstrate reflective skills.</td>
<td>SOP D: 4 P: 3, 5</td>
</tr>
</tbody>
</table>

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

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

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

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

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

M.C. 5: Practical Skills Workshop; Practical Workshop on conflict management, evidence informed practice and innovations in practice.

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

M.C. 7: Practice Education Debrief and Review Days- half-way and post placement; A reflective session exploring and identifying the students learning from their Level 4 Practice Education Placement and its application for future practice.
Learning Outcomes for Module: OTU44005; Senior Sophister Practice Education

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

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

Table 8. Learning Outcomes and Standards of Proficiency Year 4

### 2.6.2 Self-directed learning for Students

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

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

2.6.2.2 Other Self-directed Learning

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

- Reading lists are provided on Blackboard
- ([https://tcd.blackboard.com/webapps/login/](https://tcd.blackboard.com/webapps/login/)).
- Lecture, workshop and Tutorial Material from Practice Education Modules is uploaded to Blackboard.
- Students are encouraged to utilise all available materials from all lectures provided on the Occupational Therapy Degree programme over the four years which are available on Blackboard.
- Reading lists are provided by Practice Educators/Practice Tutors/Regional Placement Facilitators.
- The Practice Education Handbook and Resources is available on Blackboard and on the Trinity Occupational Therapy webpage ([https://www.tcd.ie/medicine/occupational-therapy/practice-education/](https://www.tcd.ie/medicine/occupational-therapy/practice-education/))
- Option of peer support/learning is promoted and encouraged
- Additional reading associated with HSELand Modules is advised and directed by the Practice Education Team
- Students are encouraged to utilise all available resources available within the Trinity Libraries ([https://www.tcd.ie/library/](https://www.tcd.ie/library/))
- Students are encouraged to utilise all available resources available from the Trinity Student Learning Development Centre ([https://student-learning.tcd.ie/](https://student-learning.tcd.ie/))

2.6.3 The Practice Education Placement Schedule at Trinity

Practice Education placements take place across the four years of the Occupational Therapy programme. The Practice Education placements are of sufficient duration to allow integration of theory to practice and vary in length in line with the degree programme structure. Below figure 3 and the calendar, outline the number of weeks students engage in practice education placements across the four years. Students are likely to complete their psychosocial/mental health hours and/or physical/sensory hours in at least one of the three longer placement blocks.
1st Year: Junior Fresh: Two week placement at the beginning of Semester 2 (approx. start in January of each academic year).

2nd Year: Senior Fresh: Level 2 placement: One eight week placement at the end of Semester 2 (approx. start in April of each academic year).

3rd Year: Junior Sophister: Level 3 placement: One eleven week placement in Semester 2 (approx. start in January of each academic year).

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

Figure 3. Placement Duration

Occupational Therapy Placement Calendar 2019-2020

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>6 7 8 9 10 11 12</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>13 14 15 16 17 18 19</td>
<td>10 11 12 13 14 15 16</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30</td>
<td>27 28 29 30</td>
<td>24 25 26 27 28 29 30</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

SS block placement | SS block placement | SS block placement |
### Key*
- **Senior Sophister (PE4)** - 11 weeks - 16th September 2019- 29th November 2019
- **Junior Fresh (PE1)** - 2 weeks - 13th January 2020- 24th January 2020
- **Junior Sophister (PE3)** - 11 weeks - 27th January 2020- 10th April 2020
- **Senior Fresh (PE2)** - 8 weeks - 20th April 2020 - 19th June 2020

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

Practice Education Modules and placements seek to integrate theory and practice and transfer of skills in a meaningful and reflective manner. Each placement builds on all other related studies enabling students to prepare for future studies and the realities of professional practice. The Timelines and Expectations Document outlines the expectations of performance within each competency area over the four years (please see Appendix 1, 2, 3, 4). The purpose of these documents are to aid the development of student learning goals and ensure sufficient and gradual progression through each of the competency areas over the course of their placement experiences, across the four years. Figure 4 and Table 9 provides an outline of the practice education placement expectations across all four years, in relation to the format of supervision provided by the Practice Educator and the expectations on the students in terms of demonstration of competency, clinical reasoning and reflection.
Figure 4. Outline of Placement Expectations across all levels
<table>
<thead>
<tr>
<th>Purpose of Placement</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction</td>
<td>Practice</td>
<td>Practice and developing competency</td>
<td>Practice and Competency</td>
</tr>
<tr>
<td>Competency Level</td>
<td>Novice</td>
<td>Emerging</td>
<td>Consolidating</td>
<td>Competent</td>
</tr>
<tr>
<td>Supervision</td>
<td>Educator is a teacher: Participate in explanatory observations. Ask basic questions</td>
<td>Educator: direct active supervision of student.</td>
<td>Facilitator: Collaborative approach to supervision of student.</td>
<td>Mentor: Consultative approach to supervision of student.</td>
</tr>
<tr>
<td>Students Autonomy</td>
<td>None.</td>
<td>Guided participation</td>
<td>Developing autonomy in routine tasks</td>
<td>Autonomous on allocated tasks, seeks guidance and supervision. Contributes to developments</td>
</tr>
<tr>
<td>Clinical Reasoning</td>
<td>None. Student listens to the educator’s reasoning</td>
<td>Student listens &amp; questions/explores educator’s reasoning</td>
<td>Students participates in clinical reasoning discussions</td>
<td>Student takes unprompted lead on clinical reasoning discussions for exploration of alternatives &amp; confirmation of decisions</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflect on new experiences</td>
<td>Reflect on what did go well &amp; not so well, develop a plan</td>
<td>Reflect on self &amp; others in events. Bring in best practice, develop a plan</td>
<td>Reflect on events: performance, thinking &amp; problem solving, bring in evidence-based practice and theory. Develop personal learning plans</td>
</tr>
<tr>
<td>Competency Attainment</td>
<td>Understanding practice.</td>
<td>Developing basic skills</td>
<td>Demonstrating skills in both reasoning &amp; performance</td>
<td>Prepare to enter work as a competent, critical &amp; reflective practitioner</td>
</tr>
</tbody>
</table>

Table 9. Expectations of Students at each level of placement
2.7 Practice Education Placement Sourcing and Allocation

Practice Education Placement Sourcing and Allocation (Protocol 1)

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

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

Due to the importance of placement diversity and very often limited placement opportunities in the Dublin region, it is expected that every student will undertake placements involving significant daily travel and/or moving into temporary accommodation. Students should expect to be placed outside Dublin for at least one of their practice education placements. Students are therefore expected to sign a declaration on entry into the Occupational Therapy programme course stating that they understand these placement allocation requirements. Please see Appendix 23 for the Student Practice Education Declaration Form.

The following must be noted for all placement allocations:

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

While efforts will be made where possible, to accommodate the needs of disabled students or those who have family and caring commitments or students with other exceptional circumstances who request placement within reasonable travelling distance of their place of residence, there is no guarantee that students will be allocated a placement in their desired location. At all times, it remains the responsibility of the student to bring any exceptional circumstances they may have to the attention of the Practice Education Coordinator (PEC) in writing as early as possible prior to the placement commencement date (at least 3 months).
In all cases, significant attention will be attributed to individual student needs/request however, this does not mean that all needs/requests can always be accommodated. Placement availability is dynamic and complex and as such it is impossible to predict the exact provision of placements that will be available throughout the programme. Due to the complexity of placement allocation in today’s current climate the PEC and/or RPF uses the following guiding principles to guide his/her decisions regarding all placement allocations:

- Fairness and appropriateness to each student
- Individual learning needs
- Student’s profile/additional information – including disability and/or personal circumstances
- Previous placement experience/location
- Extenuating special circumstances
- Capacity of practice area
- Student’s term time or home address
- Placement availability
- Ensure WFOT, CORU and AOTI requirements and guidelines are met
- Importance of well-rounded and balanced practice placement profile at the point of applying for registration to the regulatory body.

The table below (table 10) provides an example of the range of student’s placement experiences across the undergraduate programme for a cohort of 10 students from 1st year (JF) to 4th year (SS), each student completed placements in a broad range of areas and met the criteria for psychosocial/mental health placements and physical/sensory placements, as per regulatory body requirements.
<table>
<thead>
<tr>
<th>Student</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year Placement</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year Placement</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year Placement</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intellectual Disability Service (Paediatrics)</td>
<td>Primary Care Service (Adults)</td>
<td>Community Mental Health Service (Adults)</td>
<td>Acute General Medicine Hospital</td>
</tr>
<tr>
<td>2</td>
<td>Intellectual Disability Service</td>
<td>Inpatient Mental Health Service (Adults)</td>
<td>Primary Care Service (Paediatrics)</td>
<td>Rehabilitation Hospital</td>
</tr>
<tr>
<td>3</td>
<td>Community Mental Health Service (Adults)</td>
<td>Acute General Medicine Hospital</td>
<td>Intellectual Disability Service (Paediatrics)</td>
<td>Primary Care Service (Adults)</td>
</tr>
<tr>
<td>4</td>
<td>Acute General Medicine Hospital</td>
<td>Private Children’s Occupational Therapy Service</td>
<td>Acute General Medicine Hospital</td>
<td>Community Mental Health Service (Adults)</td>
</tr>
<tr>
<td>5</td>
<td>Primary Care Service (Adults)</td>
<td>Private Children’s Occupational Therapy Service</td>
<td>Acute General Medicine Hospital</td>
<td>Long Term Care Intellectual Disability Service</td>
</tr>
<tr>
<td>6</td>
<td>Acute General Medicine Hospital</td>
<td>Long Term Care Intellectual Disability Service</td>
<td>Early Intervention Team-Children’s Service</td>
<td>Community Mental Health Service (Adults)</td>
</tr>
<tr>
<td>7</td>
<td>Acute General Medicine Hospital</td>
<td>Physical-Children’s Service</td>
<td>Community Mental Health Service (Adults)</td>
<td>Rehabilitation Hospital</td>
</tr>
<tr>
<td>8</td>
<td>Acute General Medicine Hospital</td>
<td>Split Placement-Long Term Care Intellectual Disability Service and Children’s Service</td>
<td>Early Intervention Team-Children’s Service</td>
<td>Inpatient Mental Health Service (Adults)</td>
</tr>
<tr>
<td>9</td>
<td>Acute General Medicine Hospital (Paediatrics)</td>
<td>Early Intervention Team-Children’s Service</td>
<td>Rehabilitation Hospital/Long Term Care Centre</td>
<td>Acute General Medicine Hospital</td>
</tr>
<tr>
<td>10</td>
<td>Community Mental Health Service (Adults)</td>
<td>Rehabilitation Hospital</td>
<td>Acute General Medicine Hospital</td>
<td>Community Mental Health Service (Children and Adolescents)</td>
</tr>
</tbody>
</table>

Table 10. An example of the range of placement settings for a cohort of 10 students from 1<sup>st</sup> Year to 4<sup>th</sup> Year.
Figure 5 identifies the process by which placements are sourced, allocated and arranged by the Practice Education Coordinator and/or Regional Placement Facilitator in collaboration with placement sites.

<table>
<thead>
<tr>
<th>Placements Sourced</th>
<th>• PEC or RPF puts out call to OT managers/PE coordinators seeking offers of placements for the different OT years (see appendix 19) • Offers are listed on a database held by the PEC/RPF.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Match</td>
<td>• Each student’s previous placement experience and individual learning needs (as identified in their previous assessment form) are reviewed • In as far as possible, placements available are matched to student’s experience and learning needs, as well as to ensure regulatory body requirements are met.</td>
</tr>
<tr>
<td>PEC liaison</td>
<td>• Student allocation sent to each placement site by PEC. • PEC provides additional information, such as placement assessment form, resources and induction checklists, handbook, resources etc. • PEC provides a proof of indemnity to each site.</td>
</tr>
<tr>
<td>Student liaison</td>
<td>• Students advised of placement site and contact details of PE. • Students must email a copy of their CV and proof of garda clearance to PE within one week of receiving their allocation. Such correspondence must be professional and timely. Where possible, the student and PE should arrange a pre-placement site visit and request recommended reading list.</td>
</tr>
<tr>
<td>Additional Admin</td>
<td>• Students and/or PEC may be asked to submit additional documentation in advance of placement in accordance with placement site policies and procedures.</td>
</tr>
<tr>
<td>Ongoing liaison</td>
<td>• PEC will maintain contact with each placement site and student throughout the placement. • Each site and student should contact PEC/RPF/PTs if any queries or issues arise on the placement. • PEC/RPF/PTs will offer a half-way phone call or visit to support both the student and PE. • Student will attend half-way day and post placement day. • Student and PE will submit relevant paperwork at the end of placement</td>
</tr>
</tbody>
</table>

**Figure 5. Process for sourcing and allocating placements**
Section 3: The Stages of the Practice Education Placement Process
Section 3: The Stages of the Practice Education Placement Process

3.1 Stages of the Practice Education Placement Process

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

In summary, these guidelines give guidance on:

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

Figure 6 further elaborates on each stage of the process:

![Figure 6. Stages of the Practice Education Process](image)

Table 11 outlines the roles and responsibilities of the practice educator, the student and the college based Practice Education Team at all stages of the Practice Education Placement Process. All stakeholders are strongly encouraged and are suggested to follow through on the actions outlined in the table at each stage of the process to ensure best practice.
| Table 11. Roles and Responsibilities of the Practice Educator, the Student and PEC/RPF. |
|---|---|---|
| **Practice Educator** | **Student** | **PET at Trinity** |
| **Preparation:** Before the Placement starts | Complete all relevant placement offer documentation, as per Trinity. Read the Practice Education Handbook & review training materials. Prepare a student orientation file. Update student induction folder (if necessary). Familiarize self with the assessment form & other relevant student related resources. Complete the pre-placement checklist. Ensure Garda clearance/insurance documentation is received & agree with site procedures. Plan student caseload & objectives. Consider quality influencers on placement (culture, environment, relationship, opportunity). | Attend Preparation for Practice Module/Workshops. Attend 1:1 meetings with PEC/RPF (if required). Send CV & introductory email (include Garda vetting) to assigned Practice Educator within 1 week of receiving allocation. Read the Practice Education Handbook. Read the CORU & AOTI Codes of Ethics. Complete pre-readings for the placement. Complete pre-placement site visit. Find out the uniform/dress policy & first day protocol. Develop a draft learning contract. | Review placement requirement checklist. Coordinate & deliver Practice Education Module. Provide PE training. Provide information to the Practice Educator on the student; student insurance & other relevant PE resources. |
| **Preparation:** Week 1 of placement | Orient the student to the setting. Negotiate & agree a learning contract. Establish regular (weekly) supervision. | Complete the pre-placement checklist. Wear appropriate dress. Negotiate & agree a learning contract. Maximize learning opportunities. Ask questions. | Maintain contact with students & PE. |
| **Maintenance** | Utilise all resources available & monitor student’s progress. | Utilise all resources available & monitor feedback & progress you are making. | Maintain contact with students & PE. |
| **Maintenance:** Half-way | Complete the halfway assessment/report. Contact the PEC/RPF if there are concerns regarding student’s performance/competence. Review & maintain the learning contract. Provide regular formal & informal feedback. Continue weekly supervision. | Complete the half-way assessment/report. Review & maintain the learning contract. Listen to feedback & continue to maximize opportunities for competency development. Attend mid placement debrief & review day. Continue weekly supervision | Offer Half-way visits & phone calls. Coordinate & deliver mid placement debrief & review for students. Provide on-going support to PEs & Students |
| **Review:** After Placement | Complete feedback form Return assessment form & feedback form to PEC/RPF via post in Trinity Request additional debrief with PEC/RPF if required. | Complete & submit feedback form to TCD. Complete & submit reflective Reports to Trinity. Attend post placement debrief & review day. | Review student & PE feedback & manage accordingly. Correct & provide feedback re: student reflective reports. Facilitate 1:1 debrief meetings (where necessary) Coordinate & deliver post placement workshop, debrief & review meetings for students. |
There are a number of resources to support both the practice educator and the student throughout the different stages of the Practice Education Placement process. Please see below (table 12 and 13) for a full list of resources available to support the practice educator (table 12) and students (table 13) at each stage of the practice education placement process. All of these resources are in the Appendices of the Handbook and are also available for download on the Trinity Discipline of Occupational Therapy website; https://www.tcd.ie/medicine/occupational-therapy/practice-education/

<table>
<thead>
<tr>
<th>Practice Educator Resources:</th>
<th>Practice Educator Resources:</th>
<th>Practice Educator Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Maintenance</td>
<td>Review</td>
</tr>
<tr>
<td>Practice Educator Training Resources</td>
<td>Assessment Form (Appendix 5, 6, 7)</td>
<td>Post-placement administrative checklist (Appendix 18)</td>
</tr>
<tr>
<td>Practice Educator Pre-placement administrative checklist (Appendix 16)</td>
<td>Timelines and Expectations Document (Appendix 1,2,3,4)</td>
<td>Consent Form for Retention of Copy of Student Practice Education Assessment Form (Appendix 25)</td>
</tr>
<tr>
<td>Placement Planning Document (Appendix 22)</td>
<td>Clinical Observation Aid (Appendix 21)</td>
<td>Practice Educator Placement Feedback Form (Appendix 28)</td>
</tr>
<tr>
<td>Placement Induction Checklist (Appendix 14)</td>
<td>Supervision Forms (Appendix 9,10,11)</td>
<td></td>
</tr>
<tr>
<td>Pre-placement site visit</td>
<td>Learning Contract/Personal Development Plan (Appendix 13)</td>
<td></td>
</tr>
<tr>
<td>Practice Education Handbook</td>
<td>Struggling Student Pathway (Appendix 26)</td>
<td></td>
</tr>
</tbody>
</table>

Table 12. Practice Educator Resources to support the Practice Education Placement Process
<table>
<thead>
<tr>
<th>Student Resources:</th>
<th>Student Resources:</th>
<th>Student Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td><strong>Maintenance</strong></td>
<td><strong>Review</strong></td>
</tr>
<tr>
<td>Attendance and Review of Resources from the Pre-placement Modules</td>
<td>Assessment Form (Appendix 5,6,7)</td>
<td>Student Placement Feedback Form (Appendix 27)</td>
</tr>
<tr>
<td>Pre-placement Administrative Checklist (Appendix 15)</td>
<td>Timelines and Expectations Document (Appendix 1,2,3,4)</td>
<td>Post-Placement Progress Review Return Day</td>
</tr>
<tr>
<td>Pre-placement reading</td>
<td>Clinical Observation Aid (Appendix 21)</td>
<td>Reflective Report Forms (Appendix 12)</td>
</tr>
<tr>
<td>Pre-placement site visit</td>
<td>Supervision Forms (Appendix 9,10,11)</td>
<td>CPD Portfolio &amp; Guidelines for the development of CPD Portfolio (Appendix 33)</td>
</tr>
<tr>
<td>Practice Education Handbook</td>
<td>Learning Contract/Personal Development Plan (Appendix 13)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Materials on Blackboard from all four years of the Occupational Therapy course</td>
<td>Struggling Student Pathway (Appendix 26)</td>
<td></td>
</tr>
<tr>
<td>Reflective Report Forms (Appendix 12)</td>
<td>Practice Education Handbook</td>
<td></td>
</tr>
<tr>
<td>CPD Portfolio</td>
<td>Mid placement review and debrief day</td>
<td></td>
</tr>
<tr>
<td>Placement Induction Checklist (Appendix 14)</td>
<td>Reflective Report Forms (Appendix 12)</td>
<td></td>
</tr>
</tbody>
</table>

**Table 13. Student Resources to support the Practice Education Placement Process**
3.2 Orientation of the Student to the Practice Education Placement Setting

Research has indicated that one of the most important factors in a quality placement is a welcoming environment that is organised and orientates the student to the placement. This checklist is a suggested reference for both the Practice Educator and the student as to what could be covered in the students’ orientation to the placement site (Please see appendix 38 for Induction Handbook Template).

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

**Introduction to Staff / Staff Roles**
- Introduction to key personnel
- Provide staff list and contact phone numbers.

**Orientation: Week One**
- Introduction to building security
- Introduction to Infection prevention and control
- Introduction to the resources on site.

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

3.3 Communication and Contact with Students and Practice Educators

Throughout the Practice Education Placement (in advance of the start of the placement, during it and on cessation), Practice Educators and students are encouraged to contact the Practice Education Team if they have any queries, issues or require information. An open communication pathway is encouraged and the Practice Education Coordinator and/or the Regional Placement Facilitator can be contacted via mobile or email from Monday to Friday. The Practice Education Coordinator and/or the Regional Placement Facilitator will respond to queries within 24 hours. The contact details for both the Practice Education Coordinator and/or the Regional Placement Facilitator can be found at the beginning of this Handbook and at the end. The Practice Education Coordinator and/or the Regional Placement Facilitator provide contact with students and Practice Educators throughout the placement via email by sending in check-in and reminder emails (e.g. about resources to support the
placement, reminder to complete half-way assessment form). These emails again encourage all stakeholders to contact the Practice Education Coordinator and/or the Regional Placement Facilitator if they have any queries. All of which are aimed at promoting and maximising ongoing liaison between placement sites and the college based PET.

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

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

3.3.1 Review and Debrief Days (mid and post placement)
During each Practice Education placement; 2nd, 3rd and 4th year students will have **two** return days to the Discipline of Occupational Therapy. These return days are typically organised for a half-day approximately half-way through the duration of the placement and on the last day of the practice education placement.

Due to the shorter duration of the 1st year placement, the 1st year students will have one return day which is organised for immediately after the completion of the two week placement, once the students return to academic lessons.
The purpose of these review and debrief days are to:

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

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

3.3.2 Half-way visits/phone calls
The Practice Education Coordinator and/or Regional Placement Facilitator will offer a half-way visit/phone call/skype mid-way through the placement (please see appendix 31 for Half-way visit report) to offer support to the practice educator and student to progress the learning objectives and assist in the management of arising concerns.

3.4 Assessment of Student Competence in Practice Education Placements
3.4.1 Assessment Forms
Students are assessed on their Practice Education Placement by their assigned Practice Educator. Each academic year of placement is assessed using a specific Assessment Form (Please see Appendix 5, 6 and 7 for all Assessment Forms), and a different level of competency is assessed at each stage of the course. All competencies link to the CORU Standards of Proficiency (Appendix 37).

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

- Junior Fresh Year 1: Practice Education Assessment Form (Appendix 5)
- Senior Fresh Year 2: Practice Education Assessment Form (Appendix 6)
- Junior Sophister Year 3: Practice Education Assessment Form (Appendix 7)
- Senior Sophister Year 4: Practice Education Assessment Form (Appendix 7a)

The Junior Fresh; Year One assessment form comprises of eight competencies which relate to professional behaviour. The Senior Fresh, Year Two form comprises of 37 competencies while the Junior Sophister Year Three and Senior Sophister Year Four assessment form comprises of 58 competencies. The Senior Fresh, Junior Sophister and Senior Sophister Assessment forms assess competencies across five areas:
1. Occupation Competencies
2. Communication Competencies
3. The Occupational Therapy Process Competencies
4. Professional Behaviour Competencies
5. Professional Development Competencies

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

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

**The Half-Way Assessment:**

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

<table>
<thead>
<tr>
<th>NOT COMPETENT</th>
<th>COMPETENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT EVIDENT = This competency was not demonstrated.</td>
<td>EVIDENT = Competency consistently demonstrated.</td>
</tr>
</tbody>
</table>
| EMERGING = This competency was demonstrated but not consistently/satisfactory. | ENHANCED = Competency consistently demonstrated.  
Performance is of high standard. |

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

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

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

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

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

**The Final Assessment:**

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

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

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

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

**Pages 1 and 2:**

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

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

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

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

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

Please see Appendix 8 for full guidelines for completing assessment forms.

Submission of the Assessment Form:

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

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

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 - cgleeso@tcd.ie or otpracticeed@tcd.ie
Tel – 01 8963212 and 087 936 9069

Lorna Rowe
Regional Placement Facilitator
Discipline of Occupational Therapy
Trinity Centre for Health Sciences
St James's Hospital, James's Street, D08 W9RT
Dublin 8, Ireland.
Email - rowelo@tcd.ie or otpracticeed@tcd.ie
Tel – 01 8963212 and 087 936 9069

3.4.2 Reflective Reports

All students must submit a copy of their Reflective Report Forms post placement. Students are required to complete a Reflective Report Form (please see Reflective Report Form Template Appendix 12) following each Practice Education Preparation Course session and
must complete a specified number of Reflective Report Forms during their Practice Education Placements. Students must submit their reflective report forms to the Practice Education Coordinator and/or the Regional Placement Facilitator by 12pm on the day that falls five working days after the end of the placement. The student must use the Reflective Report Form Template to frame their reflections (a Word version will be uploaded to Blackboard for download and use). Practice Educators can use these Reflective Forms during supervision to support the student’s progression on placement.

<table>
<thead>
<tr>
<th>Year</th>
<th>Reflective Report Submissions</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> year | • 11 PE pre-placement sessions  
• 2 from 2 week placement  
• Total reflective reports to be submitted 5 working days post placement: **13** |
| 2<sup>nd</sup> year | • 11 PE pre-placement sessions  
• 2 from 8 week placement  
• Total reflective reports to be submitted 5 working days post placement: **13** |
| 3<sup>rd</sup> year | • 3 PE pre-placement sessions  
• 3 from 11 week placement  
• Total reflective reports to be submitted 5 working days post placement: **6** |
| 4<sup>th</sup> year | • 3 PE pre-placement sessions  
• 3 from 11 week placement  
• Total reflective reports to be submitted 5 working days post placement: **6** |

Table 14. Overview of reflective report submissions
### 3.4.3 Recommended Educational Approaches for Each Practice Education Placement Level/Year

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

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

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

<table>
<thead>
<tr>
<th>Theory</th>
<th>alternatives to interventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt student to think about how the Person, their Occupation, the Environment, and their participation (PEO) can be applied.</td>
<td>Ask the student to report on a model or theories that may apply to clients in this practice context. Discuss their choice and give guidance. Ask student to analyse and present on an application of a model / theory relevant to a chosen client in this setting. Set expectations that a model of practice and theory will be or was applied to clients and give time for student to defend their choice and how it was applied in practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidencing Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt student to ask questions and provide options for answers, students can choose the one they think may be correct.</td>
<td>Ask students to tell you why a task is being completed / approached in a certain way. Prompt student to communicate their thinking in pre and post intervention including possible options for the next action. Have discussions that allows the student to demonstrate their learning. Encourage students to seek out learning opportunities and report back. Expect the student to report on their thinking (options and choices), reflections, and self-evaluation of performance. Facilitate critical evaluation of their performance and identified plans to for improvements.</td>
</tr>
</tbody>
</table>

Table 15. Recommended educational approaches for each placement level
negotiation and the formulation of a written agreement aim to make the responsibility of both parties explicit. It also clarifies and makes explicit the expectations that the practice educator has of the student and the expectations that the student has of themselves and of the practice educator, in relation to meeting learning needs, (Alsop & Ryan, 1996). The skills of giving and receiving feedback enhance the working relationship and need to be nurtured during the practice education placement. The student should bring a draft learning contract/Personal Development Plan to the placement. During the first week of placement the student should be exposed to potentially different learning opportunities and on completion of same, the contents should be negotiated and agreed in the first week of placement and reviewed in supervision. The learning contract focuses the learner on their goals for the placement.

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

Learning Contracts should specify the following:

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

Twelve steps to working through a learning contract:

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

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

**Step 3:** Learning opportunities and resources needed to attain outcomes are identified e.g. literature, technology, members of the multi-disciplinary team etc.
**Step 4:** The process by which learning is to occur is specified in a plan. Plan reflects learning strategies to be used.

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

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

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

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

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

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

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

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

Please see Appendix 13 for learning contract/Personal Development Plan. Below is a table providing examples of items for use in the learning contract/personal development plan.
<table>
<thead>
<tr>
<th>Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Skills</strong></td>
<td>Be able to complete simple and straightforward skills e.g. assessment/s under supervision</td>
<td>Be able to complete tasks with guided participation e.g. do assessment/s with some complexity with guided participation.</td>
<td>Complete autonomously e.g. do assessment/s with some complexity but able to report back to educator identifying work completed.</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td>Describe or explain theory relevant to the setting</td>
<td>Select an appropriate model of practice/theory and apply their choice to clients in the setting.</td>
<td>To be able to integrate theory into everyday practice</td>
</tr>
<tr>
<td><strong>Evidence based practice</strong></td>
<td>Be able to identify one/two key research used in this setting</td>
<td>Be able to apply evidence-based practice in discussion with practice educator in supervision</td>
<td>Be able to analyse, critique, select and apply evidence in practice by leading discussions in supervision</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>Is able to demonstrate an understanding of clinical decision making through explanation in supervision</td>
<td>Be able to provide other options when discussing clinical decision making and give sound thinking on why other options may be relevant</td>
<td>Will be able to initiate and lead on one innovative or new decision making based on evidence-based practice that will benefit the service or the service users</td>
</tr>
<tr>
<td><strong>Learning Behaviour</strong></td>
<td>Identifies relevant questions and uses reflection with educator to develop plans of development</td>
<td>Seeks confirmation of tasks to be completed. Active reflector with educator with detailed and relevant onward planning to develop</td>
<td>Seeks guidance and supervision as needed with insight into abilities, strengths, needs and weaknesses. Evidences reflection in supervision with relevant planning</td>
</tr>
<tr>
<td><strong>Attitude to work based learning skills</strong></td>
<td>Is able to use initiative in mundane and routine tasks e.g. setting up a room, organising clinics</td>
<td>Is able to use initiative on basic work tasks, e.g. liaising with nurse night staff on patients, doing a chart review, completing screening etc</td>
<td>Is able to complete work tasks independently and without prompting e.g. organising clinics</td>
</tr>
<tr>
<td><strong>Communication skills</strong></td>
<td>Is able to complete communication tasks with other staff informally</td>
<td>Is able to communicate formally with other staff, patients, carers, families and services on routine matters</td>
<td>Is able to communicate informally and formally with other staff, patients, carers, families and services on matters relating to their client caseload</td>
</tr>
<tr>
<td><strong>Time management skills</strong></td>
<td>Is able to prioritise tasks with assistance and complete work tasks in the time frame given</td>
<td>Is able to manage small caseload for setting. Is able to prioritise work tasks appropriately and complete essential tasks in a timely fashion</td>
<td>Is able to manage part of a clinician’s caseload and work tasks to practice pace. Is able to prioritise and complete work tasks in required timeframe</td>
</tr>
<tr>
<td><strong>Attitude to feedback</strong></td>
<td>Is able to listen to feedback from educator and voice a plan of changes to be made</td>
<td>Is able to listen to feedback from educator and others. Is able to voice a plan, and implement that plan of changes to be made to practice</td>
<td>Is able to self-evaluate performance and seek clarification or elaboration from educator and others. Is able to voice a plan, and implement that plan of changes to be made to practice</td>
</tr>
</tbody>
</table>

Table 16. Examples of items for learning contract/personal development plan.
3.6 Trinity Supervision Guidelines (Protocol 2)

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

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

- Supervision involves a professional relationship.
- It is a process.
- It is active/dynamic, having objectives.
- It may involve a range of activities.
- It is supportive.
- It relates to standards, effectiveness and competence.
- It relates to the acquisition and development of knowledge, skills and values.
- It can incorporate personal, professional and organisational elements.
- It can be reflective when related to practice.

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

Supervision can be separated into the following 4 sections:

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

**Development of reasoning and reflection (Developing practice thinking):** Discussion on case study or other cases regarding the occupational therapy process, best practice, local policy and procedure, application of theory or duty of care. Encourage multiple perspectives including those of the service user to develop critical thinking skills.
Support and encouragement (Developing as a professional): Discuss personal challenges of working in this setting and strategies for management of self and as well as professional approaches to others. Practice Educators need to give space for students to be supported in managing emotions, stress and anxiety generated from new experiences on placement. They are being socialised into the profession so supervision can facilitate a sense of ‘belongingness’ to this placement and to the profession.

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

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

Frequency and format of supervision:

- Supervision should be scheduled as a **weekly formal meeting - 1 hour in duration**. The date/time of each supervision session should be agreed at the beginning of each week.
- Supervision should be held in a **suitable environment** that is private and distraction free.
- Supervision should be a **collaborative process** with both parties setting objectives, engaging in discussion, and planning future actions.
- Supervision should be **recorded on the weekly supervision form** (Appendix 11). The Practice Educator and student can turn take documenting or agree who will document at the beginning of the supervisory relationship. In either case, all information documented must be agreed by both parties and must be completed before the completion of the supervision session.
- All supervision documentation should be retained by the student at the end of placement and included in their CPD portfolio.

Supervision Resources:

- Students and PEs should **prepare** for the supervision meeting using the Trinity supervision documentation (Appendix 10, 11). The completion of the student pre-supervision form is mandatory (Appendix 10).
- The **learning contract/personal development plan** should be an integral part of supervision and should be reviewed or added to in the supervision session.
• Students and Practice Educators should ensure to have the **Timelines and Expectations Document (Appendix 1, 2, 3 and 4)** and **Placement Assessment Form (Appendix 5, 6, 7 and 7a)** at each supervision session – for reference and discuss where necessary.

### 3.7 Providing Feedback to Students

#### Informal

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

#### Formal

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

While concerns may be complex and sensitive and will be managed on a case-by-case basis, the Discipline of Occupational Therapy have devised ‘The Struggling Student Pathway’ as a suggested framework to use with students who are perceived to be struggling on their practice education placement. The pathway is intended to assist practice educators with their management of students who are struggling to achieve competency at any point during the placement. The pathway provides a number of key steps that can be taken to manage student competency concerns related to practice education placements. It is intended that this pathway will be used in tandem with the standard teaching and learning supports provided to students and practice educators by the university-based Practice Education Team. This Pathway should not be implemented with the student without discussing the concerns that the Practice Educator has in relation to the student’s demonstration of their competencies. The pathway will be made as a recommendation by the Practice Education Coordinator and/or the Regional Placement Facilitator.

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

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

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

The following figure (Figure 8) outlines the first four steps of the struggling student pathway and the actions that should be taken by the Practice Educator.
Figure 8. Phase 1 of the Struggling Student Pathway

1. Identify & Validate
   - Refer to competency based assessment form to identify specific area/s of concern. Speak with PEC/RPF.
   - Consider internal/external factors impacting on student’s performance.
   - Consider if your own teaching/learning style could be impacting on student’s performance.
   - Refer to “Timelines and Expectations” document (Appendix 1,2,3,4).
   - Consider exploring alternative opinions via other OT colleagues and/or MDT members.

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

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

4. Review Concerns Management Form
   - Identify the goals from the action plan that were achieved
   - Identify the goals from the action plan that were not achieved
If all of the goals that were defined in the action plan (as per concerns management form) have been **achieved**, then this pathway is now **complete**.

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

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

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

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

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

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

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

3.8.2 Key points regarding the management of struggling students

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

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

**Consistent feedback:** Providing prompt and direct feedback to a struggling student on a consistent basis is extremely important for maximising insight/student learning. This feedback can be provided in an informal or formal manner. It is important to maximise the use of formal supervision sessions to discuss and address concerns. The Practice Education Coordinator and Regional Placement Facilitator recommends that the specific Trinity supervision forms are used in the case of struggling students. In such cases, it is important that the pre-supervision forms for both the student and the practice educator are also used (Please see Appendix 9, 10, 11).

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

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

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

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

*Note:* If the student reaches stage 5 of the struggling student pathway whereby the action plan on the concerns management form is being completed for a 2nd time the practice educator and student should be aware that the student is **now at a high risk of failing.** At
stage 5, it is essential that the Practice Education Coordinator and/or Regional Placement Facilitator are heavily involved in the management of this case to support both the student and the practice educator.

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

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

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

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

The circumstances/incidents listed above are examples only. Should similar circumstance/incidents be apparent in the case of a struggling student this does not automatically imply that he/she should receive a “not competent” grade. Each case is highly individual and should be managed on a case-by-case basis with the ongoing support of the Practice Education Team. The decision making regarding a “not competent” grade is highly complex and all support networks available to the practice educator should be utilised.
Section 4:
Practice Education
Protocols and
Essential Information
Section 4: Practice Education Protocols and Essential Information

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

4.1 Health Screening and Vaccination Requirements (Protocol 3)

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

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

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

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

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

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

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

5. Overseas applicants are advised to undergo testing in their home country and to post the results directly to their department of study ASAP. Incomplete documentation will not be accepted. Failure to complete all Trinity health screening requirements by the 04/10/2019 may result in a student being withdrawn from their course and a re-admission fee will apply.
6. Precautions against infectious diseases are governed by the Blood Borne Viruses (BBV) regulations which have been agreed by the Medical Schools of Ireland and represent the consensus view of the Council of Deans of Faculties of Medical Schools in Ireland.

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

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

4.2 Infection Control (Protocol 4)

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

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

4.3 First Aid (Protocol 5)

All students are encouraged to take a course in First Aid, in their own time. The cost associated with same must be covered by students. The following agencies offer First Aid courses: St. John’s Ambulance Brigade of Ireland, 29 Upper Leeson Street, Dublin 4, Telephone: 6688077 and Order of Malta – Ireland, St. John’s House, 32 Clyde Road, Dublin 4, Telephone: 01 6140035.

4.4. Garda Vetting (Protocol 6)

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

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

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

4.5 Student Insurance (Protocol 7)
Students studying on the Trinity Occupational Therapy programme are covered by Public Liability Insurance to the sum of not less than €6,500,000 in any one event.

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

4.6 Placement Hours (Protocol 8)
Students are required to work the same hours as their assigned practice site standard working hours e.g. 35 hours per week or 37 hours per week. They must work a minimum of a 35-hour week so as to attain the 1,000 hours to graduate. Students must have a minimum of a half hour lunch break. All hours worked, excluding lunch times are to be recorded on the Practice Education Assessment Form on a weekly basis. It is the student’s responsibility to ensure the hours are recorded accurately on this form and certified by the Practice Educator. Three hours per week should be set aside for off-site study time. These off-site study hours should be calculated within the student’s working week. Sickness or any other absences are not to be included as worked hours. Bank holidays or statutory days are also not counted as hours. A minimum of 250 hours is necessary to pass the placement. Please see the table below for estimated placement hours over the course of the 4 years.
<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated total of hours to be completed based on 37 hour working week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Fresh/1st year</td>
<td>2 weeks x 37 hour working week= <strong>approx. 74 hours</strong></td>
</tr>
<tr>
<td>Senior Fresh/2nd year</td>
<td>8 weeks x 37 hour working week= <strong>approx. 296 hours</strong></td>
</tr>
<tr>
<td>Junior Sophister/3rd year</td>
<td>11 weeks x 37 hours working week= <strong>approx. 407 hours</strong></td>
</tr>
<tr>
<td>Senior Sophister/4th year</td>
<td>11 weeks x 37 hours working week = <strong>approx. 407 hours</strong></td>
</tr>
</tbody>
</table>

**(Note: If Bank Holidays fall over the period of the placement, these hours must be deducted from the working hours).**

4.7 Punctuality and Time Management (Protocol 9)

Students are expected to arrive for work on time and be fit for work. Punctuality and appropriate time management are expected work-based professional behaviours. Students who persistently arrive late and have been given warnings, may fail the placement due to poor time management.

4.8 Study Hours on Practice Education Placements (Protocol 10)

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

Students must complete the use of study time record (Appendix 24) to demonstrate how they have used this time. This time must not be used for clinical duties (e.g. write progress notes) but for study related to placements. This may include general research or working on their CPD portfolios or other project based work. The Practice Educator can identify goals for this study time in supervision sessions and can request to review this record at any stage. At the end of the placement, the practice educator should submit this form with the final assessment form. Please refer to Appendix 24 for the use of study time record.
4.9 Procedures in cases of absence (Protocol 11)

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

**Emergency or Illness related absence**

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

![Figure 10. Sick leave Process](image)

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

**Medical or Hospital Appointments**

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

**Dental Appointments/Emergencies**

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

**Compassionate Leave**

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

**Holidays**

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

**Other Absence Requests**

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

*Students who do not comply with the above procedures may risk obtaining a ‘not competent’ grade.*

4.10 **Medical Withdrawal from Placement (Protocol 12)**

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

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

1. Provide evidence of supporting medical documentation to the Practice Education Coordinator **prior** to formally withdrawing from the placement
2. Liaise directly with his/her college tutor to obtain permission from the Senior Lecturer to complete an additional placement during the supplemental period.

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

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

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

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

The table below provides guidance for the student and the Practice Educator in terms of what to do with practice education related documentation.
<table>
<thead>
<tr>
<th>Table 17: Management of Placement related documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All practice education sites are advised to follow their own guidelines in relation to the storage and retention of student records, in line with and in compliance with local standards/policies.</td>
</tr>
<tr>
<td>The Discipline of Occupational Therapy advises that all student records are not kept at the placement site and therefore should be deleted or shredded. If the student has requested that the Practice Educator acts as a reference, and the Practice Educator wishes to store the students assessment form as a reference point then the student must sign the Consent Form, please see Appendix 25.</td>
</tr>
<tr>
<td>In the event of a ‘not competent’ grade given to a student, the Practice Educator should send all student related documentation to the college for secure storage.</td>
</tr>
</tbody>
</table>
4.12 CPD Portfolio (Protocol 15)
Each student is required to compile and maintain a practice education/continuous professional development portfolio. This portfolio should be a systematic and organized collection of evidence collected by the student to monitor the development of their knowledge, skills and attitudes in practice education and their progress towards attaining competence as entry-level occupational therapy practitioners throughout the four years of their course. This portfolio should include items such as the student’s curriculum vitae, personal learning style questionnaire, professional development form, practice education assessment forms, practice education learning contracts, supervision records etc.

Please see Guidelines for Developing CPD Portfolio in appendix 33 for more details.

4.13 Confidentiality (Protocol 16)
In the course of practice education placements, students may have occasional, regular or ongoing access to confidential material pertaining to clients, members of the public, or clinical staff. Student must observe the highest standards of ethics in their handling of such information. Students are required to adhere to service providers’ guidelines and policies on confidentiality during their practice education placements in line with the General Data Protection Regulation (GDPR). See: https://www.dataprotection.ie/.

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

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

4.14 Consent to Occupational Therapy (Protocol 17)
Gaining a service user’s consent to occupational therapy is a fundamental aspect of practice and as such is contained within both the CORU Code of Professional Conduct & Ethics for Occupational Therapists (CORU, 2019; https://coru.ie/files-codes-of-conduct/otrb-code-of-professional-conduct-and-ethics-for-occupational-therapists.pdf) and the AOTI Code of Ethics and Professional Conduct for Occupational Therapists (AOTI 2013) https://www.aoti.ie/attachments/22b38fe8-bb22-4312-9ad5-3cab3b7b9468.PDF and
practice educators are advised to ensure that service users are fully informed of the student’s status and have given their permission for interventions to be carried out by a student.

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

Students are responsible for familiarising themselves with the local regulations to ensure that they do not abuse the IT facilities offered to students on placement. Computer pass words must be kept secure. Any computer facilities offered to students during placements are provided for university work only, i.e. for use in learning and pursuit of their studies. They must not abuse these facilities for any other purpose, e.g. playing computer games, excessive social use of e-mail, or for recreational internet use. Student studies may involve internet searches drawing upon on anatomical terms and phrases. This may generate unwanted links to objectionable websites. Students are advised to use wherever possible, specific health science related search engines which have been recommended by the Trinity library.

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

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

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

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

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


Students must adhere to the dress code of the practice education placement at all times (unless otherwise advised by the Practice Educator/Practice Tutor of the specific placement site). Students are required to wear:
• clean and ironed student Occupational Therapy uniform top with the Trinity logo
• clean and ironed green trousers
• black/navy socks
• black/navy shoes
• official name badge provided by the Department

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

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

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

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

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

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

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

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

There is a possibility of hair carrying bacteria or parasitic infection and these may be transmitted to patients. To promote the health and safety of the student and patient, hair must be clean and tidy at all times. To achieve this standard hair must at all times be:

- Clean, tidy and tied away from the face
- It should be off the face and shoulder and above the level of the uniform collar
- Male students must be either clean shaven or have their beards and moustaches kept clean and neatly trimmed

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

The following principles reflect industry standard for Health and Social Care Professionals:

- Rings: only a single plain band may be worn e.g. a wedding ring
- Earrings: only stud-type earrings may be worn.
- Bracelets: must not be worn.
- Wrist watches: if allowed must be in adherence with local procedure.

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

4.20 Contribution of Practice Education to Final Degree Classification (Protocol 23)

As per the other elements of the curriculum, Practice Education is assessed formally at each stage along the Occupational Therapy programme.

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

4.21 Supplemental Practice Education Placement Procedures (Protocol 24)

Students who have failed a placement and who have been permitted to take supplementary placements will meet formally with the Practice Education Coordinator to:

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

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

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

Table 18. Supplemental placement process

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

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

Please see Calendar for more details (https://www.tcd.ie/calendar/undergraduate-studies/faculty-of-health-sciences.pdf).
4.22 Appeal mechanisms (Protocol 25)
For information on Trinity College’s appeal mechanism, please consult the General Regulations: https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

4.23 Professional Misconduct Procedures while on Placement (Protocol 26)
The following statement relates to the information that is in effect for students.

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

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

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

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

4.24 Fitness to Practice (Protocol 27)
At all times, clients’ and patients’ interests and safety take precedence over students’ education. Situations may arise where there are concerns regarding a student’s fitness to participate in practice education placements. Such cases not falling within the remit of Garda vetting or College disciplinary procedures may be considered by a School’s Fitness to Practise Committee. Where an alleged disciplinary offence comes before the Junior Dean, the Junior Dean may decide to refer the case to the Fitness to Practise Committee of the relevant school if the Junior Dean considers this to be a more appropriate way of dealing with the case. Where a fitness to practise issue arises in the context of an academic appeal, the relevant body hearing the appeal may decide to refer the case to the Fitness to Practise Committee of the relevant school, if it is considered to be a more appropriate way of dealing with the case.

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

4.25 Premature termination of placement in cases of “not competent” outcomes (Protocol 28)

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

4.26 Consequences of Failing Practice Education Placements (Protocol 29)

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

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

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

Notwithstanding the provision of any other regulations of Occupational Therapy, a recommendation may be made to the University Council for the exclusion, at any stage, from the department of any student whose progress or performance is unsatisfactory, or to the Board of Trinity College, the exclusion of any student whose conduct is unsatisfactory.
4.27 Dignity and Respect (Protocol 30)
Trinity College strives to create an environment that is supportive and conducive to work and study. The Discipline of Occupational Therapy promotes, and is committed to, supporting a collegial environment for its staff, students and other community members, which is respectful and free from discrimination, bullying, harassment and sexual harassment. The Trinity College Dignity and Respect Policy has a strong preventative focus and highlights that staff and students have a duty to maintain an environment in which the dignity of everyone is respected.

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

4.28 Protected Disclosure (Whistleblowing) (Protocol 31)
Arrangements for dealing with protected disclosures, more commonly known as “whistleblowing”, are in place under the provisions of the Protected Disclosures Act 2014. Students may wish to make a protected disclosure in good faith where they have reasonable grounds for believing that the health or welfare of patients/clients or the public may be put at risk, or where there is waste of public funds or legal obligations are not being met, so that the matter can be investigated. Such legislation provides statutory protection for health service employees (and students on practice education placement) from penalisation as a result of making a disclosure in good faith and in accordance with recommended procedures. Further information is available here:

1. Students can discuss their concerns with their Practice Educator in the first instance and seek support to follow the site-specific policy
2. If a student’s concerns remain following this and/or a student does not feel that they can discuss their concerns with their Practice Educator for any reason, they should contact the Practice Education Coordinator
3. Failing this, they should contact another member of the Department to discuss their concerns.
4. If a formal disclosure is warranted, the student will need to put the details of their concern in writing and submit to the authorized authority or agency.

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

Figure 11. Trinity Student Support Services

4.30 Students with a Disability (Protocol 32)
Many students may be able to self-manage their disability on practice education placements. However, students who require reasonable accommodations during their placements can gain support from Trinity College’s Disability Service, please see the Reasonable Accommodation Policy for Students with Disabilities. For a full copy of the policy see: https://www.tcd.ie/disability/assets/pdf/RA-Policy.pdf and the Curriculum Handbook for details on registering with the Disability Service.

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

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

- If a student decides to disclose their disability and share their Professional Learning Education Needs Summary (PLENS) with their Practice Educator, this will be arranged with the Practice Education Coordinator’s support to ensure appropriate protocols are followed (e.g., data protection, pre-placement meeting etc.).
- If a student decides NOT to disclose their disability, they cannot avail of any reasonable accommodations while on their practice education placement.
Figure 12. Supporting students registered with Trinity’s Disability Service
4.31 Senior Tutor and Tutorial Service
Undergraduate students are assigned a College Tutor when they are admitted to College. A Tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. Tutors are a first point of contact and a source of support. They provide confidential help and advice on personal as well as academic issues or on anything that has an impact on student life. They will also, if necessary, support and defend a student’s point of view in relations with the College. Student’s are advised to seek support from their College Tutor if they have been deemed ‘not competent’ on placement.

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

4.32 Financial support
There is no provision within the Discipline of Occupational Therapy for travel and/or accommodation expenses incurred whilst on practice education placement. If any student feels these costs are going to be a financial burden, they need to make an appointment with their College Tutor to seek advice on financial support that may be available to help you in this situation.
Section 5: Quality Assurance in Practice Education
Section 5: Quality Assurance in Practice Education

There are a number of quality assurance mechanisms within the practice education programme which are summarised in figure 13 and described in more detail below.

![Figure 13. Quality assurance mechanisms within Practice Education](image)

**5.1 Quality Assurance – Practice Educators**

The Discipline seeks a quality practice education experience for all stakeholders; including Practice Educators. There are a number of mechanisms used to ensure that quality standards are upheld and that feedback is sought in order to bring about changes for the better; these include; practice education training, feedback- informal and formal.

First and foremost, the Discipline of Occupational Therapy supports the continuing professional development of those who are involved in the practice education programme by the provision of regular workshops and training courses. Details of these are shared with practice educators via email. The following professional development and training workshops are provided on an annual basis:

**Practice Educator Course (biannual)**

This one-day course is for Occupational Therapists new to the role of Practice Educator or for those who would like to refresh their knowledge and skills. It aims to provide information on
the Trinity undergraduate programme and develop Practice Educators’ knowledge and skills to facilitate student learning and assessment during practice education placements.

Key themes covered include:
- content and structure of the undergraduate programme
- the practice education assessment process
- exploring quality placements
- ways to address placement practicalities
- how to facilitate optimal student learning in the placement environments
- implementing theories, models, and principles of effective feedback
- practice education procedures and protocols

**Advanced Practice Educator Training (biannual)**

The Trinity Practice Education Team coordinates and facilitates Advanced Practice Education workshops for experienced Practice Educators twice yearly. The content of such workshops is selected based on Practice Tutor and Practice Educator feedback and demand. These workshops also provide opportunities for discussion on any specific placement related queries and/or to provide feedback to the college based Practice Education Team.

**Additional Support**

There are a number of additional supports and resources that can support Occupational Therapists in their role as practice educators:

- **Additional Reading**
• **Online CPD**
  - The Health & Social Care Professions Education & Development unit of the HSE has supported the development of online resources for practice educators. To access the modules go to [www.hseland.ie](http://www.hseland.ie) and then to Health & Social Care Professionals Hub.
  - There is a free short course on ‘Clinical Supervision’ available on FutureLearn. Available at: [www.futurelearn.com/courses/categories](http://www.futurelearn.com/courses/categories)

Visit the Discipline of Occupational Therapy webpage on practice education. Available at: [https://www.tcd.ie/medicine/occupational-therapy/practice-education/](https://www.tcd.ie/medicine/occupational-therapy/practice-education/)

In addition, Practice Educators are requested to complete a **feedback form** following the student placement. Practice Educators are asked to return the feedback form with the student’s assessment form (optional but encouraged). The feedback garnered from the feedback forms helps inform developments within the Practice Education component of the Occupational Therapy programme. Informal and ad-hoc feedback on any aspect of the practice education programme is welcomed at all times. The PEC/RPF can be contacted via email or phone throughout all stages of the Practice Education process.

5.2 Quality Assurance - Feedback from students

Feedback from students to support quality assurance mechanisms within the practice education programme is collected in a number of ways:

1. **Student Feedback Form** is completed and submitted after each placement (compulsory from September 2019 onwards).
2. **Module feedback** on all practice education modules is completed and collected by the PET (compulsory from September 2019 onwards).
3. Feedback opportunities are provided and promoted during the PE debrief and review days half way through the placement and post placement.
4. Each class representative is asked to attend the Discipline’s annual Curriculum Review Meetings whereby he/she will be provided with the opportunity to provide feedback regarding all modules – including practice education.
5. **Individual meetings** with the Practice Education Coordinator can be arranged via email, phone or at the debrief and review days.

Students are advised that if they have concerning/serious feedback, then they must please contact the Practice Education Coordinator and/or Regional Placement Facilitator directly to discuss same on a one-to-one basis. Students are advised that feedback of a serious/concerning nature will be managed in a sensitive manner and will be dealt with according to policies and procedures of Trinity College Dublin and or the health service/institution (e.g. policies and procedures within the HSE) that have provided the placement. Students are advised that **sensitive information** in some cases cannot remain confidential and actions may have to take place to follow up on same, to ensure duty of care and good practice (Figure 14).
5.3 Feedback from Practice Tutors
Feedback from practice tutors is collected at monthly Practice Education Team meetings and is welcomed at all stages throughout the practice education process.

5.4 Other Quality Assurance Mechanisms
The Practice Education Coordinator is actively involved in a number of collaborations that strive to improve the quality of practice education, share best practice, and promote quality assurance within all aspects of practice education. For example:

- National Practice Education Coordinators Network (PECNET)
- Trinity College Dublin Allied Health Practice Education Coordinators Community of Practice (PECs from Occupational Therapy, Physiotherapy and Radiation Therapy in Trinity College)
- Occupational Therapy PECs Community of Practice (PECs from other Irish universities that deliver Occupational Therapy programmes)
- Occupational Therapy Practice Education Network (OTPEN).
Important Contact Details

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Section 6: Appendices: Practice Education Resources
Section 6: Appendices: Practice Education Resources

Appendix 1: Junior Fresh Timelines and Expectations for Practice Education

Appendix 2: Senior Fresh Timelines and Expectations for Practice Education

Appendix 3: Junior Sophister Timelines and Expectations for Practice Education

Appendix 4: Senior Sophister Timelines and Expectations for Practice Education

Appendix 5: Junior Fresh Assessment Form

Appendix 6: Senior Fresh Assessment Form

Appendix 7: Junior Sophister Assessment Form

Appendix 7A: Senior Sophister Assessment Form

Appendix 8: Guidelines for completing Practice Education Assessment Forms

Appendix 9: Practice Educator Pre-Supervision Form

Appendix 10: Student Pre-Supervision Form

Appendix 11: Weekly Supervision Form

Appendix 12: Reflective Report Template

Appendix 13: Learning Contract Template/Personal Development Plan
Appendix 14: Occupational Therapy Practice Education Placement Induction Checklist

Appendix 15: Student Pre-Placement Administrative Checklist

Appendix 16: Practice Educator Pre-Placement Administrative Checklist

Appendix 17: Student Post Placement Administrative Checklist

Appendix 18: Practice Educator Post Placement Administrative Checklist

Appendix 19: Trinity College Dublin Occupational Therapy Placement Offer Form

Appendix 20: Trinity College Dublin Occupational Therapy Placement Requirements

Appendix 21: Clinical Observation Aid

Appendix 22: Placement Planning Document

Appendix 23: Student Practice Education Declaration Form

Appendix 24: Use of Study Time Record

Appendix 25: Consent Form for Retention of Copy of Student Practice Education Assessment Form

Appendix 26: Struggling Student Pathway (including ‘Concerns Management Form’ and ‘Failing Student Indicators’)
Appendix 27: Student Placement Feedback Form

Appendix 28: Practice Educator Placement Feedback Form

Appendix 29: Practice Education Preparation Module – Student Feedback

Appendix 30: Progress Review Return Day - Student feedback Form

Appendix 31: Half Way Visit Report

Appendix 32: GDPR Protocol for PLENs reports

Appendix 33: Guidelines for Developing CPD portfolio

Appendix 34: Guidelines for Completing Placement Related Case Study (optional)

Appendix 35: Guidelines for Completing Placement Related Critically Appraised Topic (optional)

Appendix 36: Practice Educator Student Facilitation CPD Record

Appendix 37: Assessments Form mapped to CORU Standards of Proficiency; 1st, 2nd, 3rd and 4th Year

Appendix 38: Induction Handbook for Students on Practice Education Placements (Template format to be amended by Practice Sites)