

## Appendix 14: Occupational Therapy Practice Education Placement Induction Checklist



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### Occupational Therapy Practice Placement Induction Checklist

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

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

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

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

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

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

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

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

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

	Theme	Completed in College prior to placement	Information specific to the placement site	Student Declaration	Student Initials
<input type="checkbox"/>	<b>Garda Vetting / Child Protection</b>	<p>Students complete Garda Vetting prior to registration into the course. Trinity Academic Registry provides a Garda Clearance Certificate to each student, which they should share with you prior to commencing the placement.</p> <p>Students complete online module: An Introduction to Children First (HSEland)</p>	<p>Does the agency require students to complete additional Garda Clearance?</p>	<p>I confirm I have complied with the Garda Vetting procedure prior to registration and have not endangered my status in the interim.</p> <p>I will report any concerns in relation to the protection and welfare of children to my practice educator(s) immediately.</p>	
<input type="checkbox"/>	<b>Professional Conduct and Ethical Practice</b>	<p>Students complete a module on Practice Education that includes a specific focus on CORU Code of Professional Conduct and Ethics for Occupational Therapists and AOTI Code of Ethics and Professional Conduct for Occupational Therapists.</p>	<p>Are there specific policies, guidelines, and/or procedures from your agency in relation to professional conduct or ethical decision-making that the student should be aware of?</p>	<p>I confirm I have read and understand the Code of Professional Conduct &amp; Ethics for Occupational Therapists (CORU, 2019; www.coru.ie) and the AOTI Code of Ethics and Professional Conduct (AOTI; www.AOTI.ie) and that I will behave in accordance with these during all my practice education related work. I agree to show commitment to clients and to the host agency during this practice education placement.</p>	
<input type="checkbox"/>	<b>Health and Safety</b>	<p>Students return proof from their registered GP or TCD College Health that they are not currently infected with Hepatitis B or Hepatitis C. Students also show proof they have been vaccinated for Pulmonary Tuberculosis (TB), Chickenpox, Measles, Mumps and Rubella.</p> <p>Students complete: 1. Hand Hygiene for HSE clinical staff (HSEland); 2. Health, Safety and Security (HSEland); 3. Breaking the Chain of</p>	<p>Are there specific policies, guidelines, and/or procedures from your agency in relation to health and safety that the student should be aware of?</p>	<p>I will comply with the standard precautions and national guidelines for best practice in health and safety and prevention and control of healthcare associated infections.</p> <p>I will comply with the agency's specific health and safety procedures and other guidelines and procedures as explained to me by the practice educator(s).</p> <p>I will report any accident that occurs in the placement context or on its premises to my practice educator(s)</p>	

		Infection (HSEland); 4. Professional Development Module on Moving and Handling (uncertified); Basic Life Support (certified) (Year 2).		immediately and follow the local accident reporting procedures.	
<input type="checkbox"/>	<b>Confidentiality, Data Protection, and Record Keeping</b>	<p>Students complete a module on Practice Education that includes a specific focus on data protection and legal and professional guidelines for record keeping.</p> <p>Students complete: Health, Safety and Security (HSEland); Communication (HSEland) (Year 2); and Fundamentals of GDPR (HSEland) (Year 2).</p>	<p>Are there specific policies, guidelines, and/or procedures from your agency in relation to confidentiality and record keeping that the student should be aware of?</p>	<p>I will conform to legal and professional guidelines and to the host agency procedures in record keeping and the maintenance of client files. I will not remove files or any other confidential material from the practice education setting.</p> <p>I will maintain client, service, practice educator and peer confidentiality at all times.</p>	
<input type="checkbox"/>	<b>Sickness/ Absences</b>	<p>Procedure set by College: in the event of a medical or other emergency situation necessitating unexpected absence student to give adequate notice to the PEC and to the relevant practice educator if a planned absence is necessary.</p> <p>Student will also inform PEC and Practice Educator ASAP if they have to be unexpectedly absent due to illness or some other event (before start time of placement).</p> <p>If student needs to take more than two days sick leave during placement they will need to submit a medical certificate and inform the PEC and the practice educator of their expected return date.</p>	<p>Are there specific policies, guidelines, and/or procedures from your agency in relation to absences that the student should be aware of?</p> <p>Is the student aware of who to contact, and by what means, in the event of an absence from placement?</p> <p>Has the student provided their next of kin details on their pre-placement visit or on first day of placement?</p>	<p>I agree to follow the procedure set by College in the event of a medical or other emergency situation necessitating absence.</p> <p>I agree to inform my practice educator(s), where relevant, of any condition, medical or otherwise, which may affect my clinical work.</p> <p>I have provided the practice educator(s) with my next of kin contact details on my pre-placement profile.</p>	
<input type="checkbox"/>	<b>Insurance</b>	College's insurance policy provides indemnity in respect of liability arising out of and in connection with student placements in healthcare institutions and other enterprises. The Practice Education Coordinator will	<p>Are there specific policies, guidelines, and/or procedures from your agency in relation to insurance that the student should be aware of?</p>	NA	

		forward a copy of the Insurance policy to each Practice Educator in advance of the placement commencing.			
<input type="checkbox"/>	<b>Orientation to the placement site</b>	Key information provided to student on the service location, client group, facilities and other practicalities.	Has the student been provided with information specific to your agency? (e.g. client groups; MDT members; service delivery model; working hours; lunch times; dress code; facilities; common assessments/ resources used; reading lists; IT access; clinic rooms; IDs, door codes/swipes; photocopier etc.)	I confirm that I have been provided with information specific to this placement setting and will use facilities as directed by my practice educator(s).	
<input type="checkbox"/>	<b>Learning Contract/Personal Development Plan</b>	<p>Students complete the following exercises to help them prepare for their personal learning on placement:</p> <ul style="list-style-type: none"> <li>• Attend Practice Education Modules</li> <li>• Review past Assessment Forms</li> <li>• Review Assessment Form and Timelines and Expectations Document for the placement</li> <li>• Curriculum Vitae outlining all other placement experiences</li> <li>• Letter of Introduction</li> <li>• Revise leaning contract/personal development plan format and start to consider learning goals</li> <li>• Review personal strengths and areas for growth</li> <li>• Revise relevant practice knowledge and theory</li> </ul>	<ul style="list-style-type: none"> <li>- Is the student aware of the timetable and focus for the placement?</li> <li>- Is the student aware of when documents are to be submitted and when they will receive feedback on these?</li> <li>- Has a schedule and method of daily/weekly feedback been agreed, including dates for mid- and end- of placement review?</li> <li>- Has student and PE shared feedback preferences?</li> </ul>	<p>I agree to read all Practice Education Resources and utilise same on placement.</p> <p>I agree to read to discuss my personal strengths and areas for growth with the practice deducator.</p> <p>I agree to prepare, organise and implement practice-based work as directed by the practice educator(s) and specifically by the practice educator who retains responsibility for the client.</p> <p>I agree to act in accordance with CORU’s Code of Professional Conduct and Ethics for Occupational Therapists.</p>	

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

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

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

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

**Practice Educator:**

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

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

**Student:**

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