



Trent
Strategic Health Authority



PRACTICE LEARNING HANDBOOK

A HANDBOOK FOR OCCUPATIONAL
THERAPISTS SUPPORTING STUDENTS
IN PRACTICE

COMPILED BY OCCUPATIONAL
THERAPISTS FROM HEALTH,
SOCIAL SERVICES AND EDUCATION
2006



South Yorkshire
Strategic Health Authority



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Introduction

This handbook is intended to address some of the questions most frequently raised by occupational therapists with regard to practice placement. It is not exhaustive and cannot deal with every question but hopefully will be of practical use to most of the people who read it. It is divided up into a number of sections for ease of reference, but has been not divided up by category of reader or working situation e.g. manager, new educator, experienced educator etcetera as we hope that readers will browse through eventually reading all the sections.

The handbook was compiled by a working group of occupational therapists from across Trent (Nottinghamshire, Derbyshire and Lincolnshire) and South Yorkshire at the request of the Trent Strategic Health Authority Multi-Professional Deanery Occupational Therapy Advisory Group in response to feedback from a regional stakeholder event held in June 2005.

Membership of the group was as follows:-

Frances Bolton	Learning in Practice, Nottingham Unit
Katie Cole	Nottingham University Hospitals NHS Trust
Gill Cooke	Nottingham City Social Services
Cathy Hanger	West Lincolnshire PCT
Catherine Mills	Rotherham Social Services
Karen Newberry	University of Derby
Karen Pickavance	University of Derby
Jane Williamson	Nottingham City Social Services

The title 'Practice Learning Handbook' was chosen after considerable discussion and advice received from academic colleagues at Sheffield Hallam University. There are a variety of terms used throughout this document and it is hoped that the following section will clarify matters for readers.

Current thinking on Practice Learning

Over the years, the periods of time that students spend in settings where occupational therapy is, or may be, practised have been variously known as clinical experience, clinical education, fieldwork and placements. The commonly used term for practical purposes is 'placement' and doubtless this term will have a place in our vocabulary for some time to come.

However, as the profession moves in to practise in more varied situations and demonstrates how the skills of occupational therapists may be used to advantage in new and emerging settings within and beyond health and social care, there is a need to revisit the terminology. It is essential that the terms we use to denote learning experiences that occur outside of the academic environment actually reflect current practice and avoid placing conceptual limits on what may become new and relevant

practice learning opportunities for students. Currently, changes to the professional qualifying curriculum can allow students to seek and use learning opportunities beyond traditional institutional and community settings. A broad definition of learning possibilities should now acknowledge the widest scope of practice learning and offer the potential for 'blue-sky thinking' with regards new learning opportunities.

Helpfully, the current definition of 'fieldwork' used by the World Federation of Occupational Therapists goes some way towards this:

Fieldwork: is the time students spend interpreting specific person-occupation-environment relationships and their relationships to health and well-being, establishing and evaluating therapeutic and professional relationships, implementing an occupational therapy process (or some aspect of it), demonstrating professional reasoning and behaviours, and generating or using knowledge of the contexts of professional practice with and for real live people (Hocking and Ness, 2002: 31)¹.

Fieldwork, as a term, is thus still in use internationally. However, the College of Occupational Therapists (COT) resolved to change the term for its Pre-Registration Education Standards dated August 2004, adopting instead 'professional practice placements' (COT 2002 p4) and a suite of terms that includes practice placement educator and practice placement tutor. Various in the Standards document the terms practice education and learning experiences appear to be used interchangeably with professional practice placements. It is assumed, in the absence of any other definition within the Standards, that the definition of 'fieldwork' as used by the World Federation of Occupational Therapists applies as the definition of professional practice placements.

It is likely that the COT Standards will be reviewed and revised quite soon. In the meantime, the terms practice education and practice learning have begun to be adopted selectively in both academic and practice environments participating in the education of occupational therapy students. These terms denote learning experiences that are not bounded by time or place and thus offer the freedom for creative thinking about learning possibilities and opportunities in the practice setting.

The two definitions that follow are from Lorenzo et al (2006)².

Practice education: the curriculum (that is the pedagogical outcomes, principles and methods) which guides the application and integration of professional attitudes, skills and knowledge in working with individuals, groups and communities across different sectors such as education, health, agriculture, industry, justice, non-governmental, social services, private.

Practice learning: the process of acquiring professional competence by defining the aspirations and addressing the needs of individuals, groups or communities using professional actions with the guidance of a university practice educator and/or site learning facilitator.

Frequently Asked Questions

Q Why should educators provide placements?

A Our **Code of Ethics and Professional Conduct** states in Section 5.5 All occupational therapists have a professional responsibility to provide practice education opportunities for occupational therapy students and to promote a learning culture within the workplace.

For your own CPD – taking a student is a good form of CPD in itself, and opens up access to lots of ‘free CPD’ in terms of gaining accreditation, attending courses and workshops etc provided by the universities.

Recruitment – if a student has experienced a good placement, they are likely to tell others and either apply for posts, or recommend posts to their peers.

The Strategic Health Authorities commission training places for health professionals at universities. The numbers of places required are derived from local and national workforce planning information. Practice placements are an integral and vital component of that training and your organisation is obliged to provide placements in order that the education of health professionals whose training has been commissioned on their behalf is possible.

As a student OT, an educator provided *you* with 1000 hours of placement to enable you to qualify – it is your responsibility to repay that, now!



“A student a year keeps the profession alive”



Q What do I get out of providing a practice placement?

A There are numerous benefits:-

- Reaffirms your own knowledge in your practice
- An experienced student should be able to take on a case load
- A student may provide an opportunity to learn new / current theory
- A new pair of eyes in your department may highlight issues that you had not previously noted
- May increase your partnership / interprofessional working as a result of having the student
- Enhances recruitment and retention of staff
- Opportunity to demonstrate practitioner involvement in CPD
- Evidence of working towards the gateways in Agenda for Change
- Contributes to maintenance, development and improvement in standards of care
- Entitles you to access placement related CPD events and workshops at local universities

Q I'm going on holiday during the placement – does that mean I can't take a student?

A Actually, often you can. The student would need an OT that they could contact if needed, but this may not have to be on the same site. The student would need someone who could take day to day responsibility; this might be a team member from another profession. Often the educator's absence gives the student an opportunity to think, work and learn more independently. Also, being with other people can help them in identifying issues around styles of working and other people's roles. It is often a good time for the student to go on visits to other areas, or to carry out some independent project work such as developing an information leaflet or assembling a display. Although the educator would need to be available to complete the final report, many educators do take holidays in the middle of students' placements. It is always useful if an educator is unsure to contact the university.

Q I work part time - is this an issue?

A There are two solutions here. Firstly you could share a student with another educator provided there are similarities in both areas of work. When both educators communicate well, students get the benefit of seeing two ways of working. Prior to the start of the placement consideration needs to be given to how the supervision and assessment process will work practically between two educators. (See best practice section) The student could spend half the week with one educator and half the week with another. The other solution is for the student to spend time with the part time educator during the hours they work, and take on a role to develop a specific piece of work; if the student is competent, they may be able to undertake work independently. An example would be that the student runs anxiety management or falls prevention courses with another member of the team in the educator's absence. This would be following preparation of the session/s with the educator beforehand and evaluated with them each week afterwards. There is lots of creative work the student could be involved with in the hours the educator is not at work; the student just needs an OT contact on the end of the phone and someone for more day to day issues.

Q The team is unsettled and we are short staffed – would this be a good time to take on a student?

A Change is a reality of health and social care services. No one wants a student to have a negative experience, but it is worth considering that students do need to know about working in the 'real world' and can learn a great deal when such issues are going on. Perhaps if you wait for the 'ideal' time it will never come, or if students only go into 'ideal' situations they won't have the opportunity to develop the skills to work in other situations.

Q As a manager how do I know what my responsibilities are?

A Trent Strategic Health Authority and Multi-Professional Deanery work with universities to commission occupational therapy undergraduate programmes on behalf of health community workforce needs. You will find out the numbers, expectations and responsibilities by liaising with the universities – University of Derby and Sheffield Hallam. Your placement co-ordinator will have established contacts with these organisations. It is difficult to predict clear numbers of placements required in a specific service at a given time because of the variable influences around learning opportunities.

If you receive a request for a student placement from a different university it is worth enquiring from them if there are any commissioning agreements with Trent. If you have spare capacity within your service for the student after any places offered to Derby and Sheffield Hallam then it is your decision to make whether you accept the request.

Q As a manager, how can I encourage OTs to take students?

A Include as a standard item in staff IPRs / appraisals, and if you work within the NHS you may consider links into the gateways of the Knowledge and Skills Framework.

Highlight that involvement in education is part of the code of ethics and professional conduct; and that by not being involved staff may be in breach of the code.

Appoint a coordinator or have a key person within the organisation, who has managerial support and dedicated time, to ensure suitably qualified OTs provide placements.

Consider whether it is appropriate to set targets of how many students each team should have per year and present this at meetings or in formal reports. You may consider a standard that all suitably qualified staff should take at least one student per year; with the need to justify their reasons if formally opting out, rather than people 'opting in' to take students.

Put practice placement as a standard item on agendas at managers and teams meetings, to try and raise the profile of placements with all staff and not just those who are already interested.

Encourage staff to take time to look at student issues and actively participate in student related CPD. (see Best Practice)

Consider how you can be involved with students. Could every student spend at least one day with you? Could you provide a tutorial? (see Best Practice)

Could you provide long arm supervision for a role emerging placement?
(see Glossary of Terms)

Q What if I feel unprepared / untrained to take students on placement?

A University of Derby and Sheffield Hallam University work together to provide an accreditation course within Trent. You can either attend as a new educator, or it can be used as a refresher for those who have not been involved in student

placements for some time. Additionally, both universities offer workshops and training events both within the university setting, and at the request of educators within their own organisations. If you would like details of these training and CPD opportunities, or would like a workshop in your area, please contact one of the universities.

Q What if I feel under confident about taking a student? (i.e. after a career break?)

A If you would just like some initial support prior to taking a student, it may be possible to meet with the coordinator within your organisation or with a university placement tutor. Other options would be to attend one of the courses mentioned above, or to 'share' a student with a more experienced educator.

Q I'm not sure whether I am accredited!

A The College of Occupational Therapists (COT) have a new voluntary scheme for accreditation called APPLE – details available from the COT website (www.cot.co.uk). It is a national scheme aiming to promote quality and good practice within placement education, as well as providing formal recognition and evidence of relevant CPD. If you have had a high level of involvement with students or have recently completed accreditation, you may be eligible to apply for fast track accreditation. Download and complete the form from the COT web page and send it to either University of Derby or Sheffield Hallam University placement tutors before September 2006.

If you are a new educator or do not meet the fast track criteria, you can either come on the joint accreditation course run by University of Derby and Sheffield Hallam University and complete the associated assessed piece of work, or if you prefer to be self directed you can undertake completing a small portfolio piece of work.

Accreditation means that you will be on the national APPLE register held at COT. You will receive a COT/APPLE certificate (even if you are not a COT member) which remains current for 5 years. After 4.5 years, COT will contact you to encourage you to complete a simple form to apply for re-accreditation provided you have maintained your involvement with students. An advantage is that if you move the COT/APPLE certificate is nationally recognised. Although the APPLE scheme is seen as good practice, it is a voluntary scheme so you do not have to gain formal accreditation.

Q Why should I become an accredited Practice Placement Educator?

A The Guidance on the APPLE scheme states:-

- For professional and national recognition of your role.
- It provides evidence to demonstrate your involvement in Continuing Professional Development (CPD)
- To contribute to the maintenance and improvement in standards of client care.

Q How can we ensure quality of placements?

A Ensure you are involved in development opportunities either at one or both of the universities or within your local area. If you would like details of these training and CPD opportunities, or would like a workshop in your area, please contact one of the universities. (see Best Practice)
Obtain a copy of the College of Occupational Therapists Standards for Education: Pre Registration Education Standards.
The Practice Placement Standards P1 – P5 can be used as an audit tool within your area. Your local university will be able to offer advice on this.
Other useful information may be found on the Quality Assurance Agency's website at www.qaa.ac.uk

Q We are in a rural area – where will students live while on placement with us?

A Sometimes students originally come from your geographical area, or have friends/relatives with whom they can stay. If not, there are lots of creative ways you can provide accommodation. One idea is using organisational communication channels to see if anyone is willing themselves, or have contacts outside the organisation, to offer accommodation. Staff emails, newsletters, posters, notice boards are effective ways to advertise and generate interest especially when people realise the students would be paying rent! Obviously it would not be practical for the student to have accommodation with either a team member or a close friend, but often there are people with a spare room who appreciate the extra income for the few weeks of placement. Provided the student is on a bursary, they can claim back additional accommodation costs. If your organisation cannot provide accommodation, a neighbouring hospital may have some that you can follow up. Equally the local college/university may use a housing association to provide student accommodation – try contacting them.

Q We think the student would need a car to come on our placement.

A Some students do have cars, but many do not. However, students are very resourceful and are used to walking, travelling by bicycle or using public transport. If students are on a bursary they can often claim bus fares.
If your placement specifies the need for a car, students may miss out on vital aspects of their learning because their finances do not allow them to have a car. Perhaps you could consider how much a car is essential. Although it may take the student longer to travel around by other means, this may be worthwhile rather than the student missing out on the experience altogether.
Some organisations have managed to arrange for the student to use Trust/hospital cars, or agree to pay taxi fares. Taxis may be used if a visit needs to be made on behalf of a client – students cannot claim back taxi fares themselves.

Q I am a lone worker/the service I provide is very specialised and am concerned that this could limit the learning opportunities I can offer the student?

A The placement will be worthwhile and offer a positive learning experience even if this is different from the more conventional situation. This is an opportunity to make use of links with the wider team and interprofessional working.

Q I am the sole OT in the team and I think I will feel isolated, as an educator, as may the student.

A There may be a local network that you can become part of, or you may look at establishing one yourself within your area. If you do not have a placement co-ordinator within your locality who could advise, you could contact the placement team at either University of Derby or Sheffield Hallam. Their tutors often attend or are aware of what networks exist locally to you (see Best Practice).

Q There are too many students from other disciplines already in the team, yet I'd really like to take a student – what can I do?

A It is worth doing some problem solving about why there seems to be too many students – could there be a lack of desk space or equipment? Could a simple move round or sharing desk space be a solution? It may be good experience for them to learn that rarely do we operate in an ideal world and to learn to work together.

Another consideration is whether students could work together on specific tasks – this may be day to day work where often it is interesting for students to compare and learn about their differing roles. There may be a specific task or project for which the students could be collectively responsible.

Sometimes the problem may not be solvable when there are just too many students already with the team. Planning one year in advance for student allocation from all disciplines, and involvement of more senior managers can be useful as can making sure that taking students features in your own IPR. A list of placement dates for the whole year is available from the universities to assist in forward planning.

Q I spend a lot of my time working at my computer and on the phone. What will the student learn?

A The student needs to learn what tasks an OT undertakes in the workplace. They will learn how to interact with service users by listening to you talking on the phone. They can learn telephone skills and take over the task of answering the phone for you. They may be able to input data onto the computer once they have become familiar with your systems.

- Q Is it OK to ask a student about their previous placement experiences? Should I ask them what their strengths and weaknesses are?**
- A** Yes, give them the opportunity to share this with you, but don't put pressure on them if they are uncomfortable. By sharing bad experiences with you, they can plan how to learn and how to make this placement a positive one.
- Q What about rotational staff – can they take students?**
- A** Rotational staff will need to carefully plan ahead when they can best take a student on placement. Placements are required virtually all year round including the summer – enabling most staff to select a convenient time to offer placements.
- Q I am thinking of taking two students at a time. What do I need to consider?**
- A** There are many benefits to both you and the students. They will provide support for each other. Speak to other educators who have had two students at a time and get their view. It is important to consider confidentiality and privacy when doing joint supervision. Each student will also need some individual supervision time in addition to this. (see Best Practice)
- Q Our service is based around a shift pattern and includes weekend working – could this be an issue?**
- A** When you offer a placement to the university, please just state the hours/days worked. Lots of students like placements with shifts as they can fit their other commitments around them. When placing students, the university will then take this into account.
- Q I am worried about what I should do if I have concerns about a student.**
- A** Contact the university immediately and discuss on an informal basis before you have a major problem. By talking to someone, you may be able to find a solution and prevent the situation deteriorating. Alternatively it may be more appropriate to discuss with your mentor or your student co-ordinator.
- Q Should I tell the student that I am an inexperienced educator, or alternatively, that it has been years since I qualified?**
- A** Yes. This can be a great opportunity for you both. Ask the student to educate you! They could do tutorials for you on things they have learned at university, e.g. models. Look on having a student as a valuable CPD opportunity and don't forget to ask them to write a testimonial for you.

Q Before the student begins placement, what do I need to consider?

A Pre-placement information. Check whether your service/organisation has a "Placement Resource File" which will contain all relevant information and processes based on quality standards for practice learning. Your placement coordinator is a good contact to ask. Some suggestions are:-

Induction

University's documentation

Local policies and procedures re students

Cover for unexpected absence

Needs and experience of individual student

NB this list is indicative and not by any means exhaustive!

Q I have been seconded to another post: does this mean that I cannot have a student?

A This will provide an excellent opportunity. Observing dynamics of different teams, using prioritisation skills to balance work demands, increase understanding of how OT's work diversely.

Q My student isn't on the 'standard' 3 year course – what implications might there be?

A Contact the university and ask them to explain the particular course your student is on e.g. accelerated course. The implications may be different for each university. Ask the student to explain to you how their course differs from other courses.

Q What if the student has a disability or learning support needs?

A Either the student or the placement tutor should disclose this information and discuss any necessary actions to be taken.

There is some information on the College of Occupational Therapy website relating to this (see References).

Q As an OT with limited client contact, I feel I cannot take a student. How could I become involved?

A Providing tutorials for students; allowing students to shadow you; mentoring an educator; split placements for 10 weeks, i.e. 5 weeks in rehab, 5 weeks in community or 2½ days per week in each placement.

Best Practice Examples

1. Split placement following patient pathway either 5 + 5 weeks or split each week into two – this model may suit part time staff.
e.g. hip & knee / orthopaedic surgery
in-patient / community SS
residential rehabilitation / community rehabilitation
in-patient mental health / community mental health
2. Some educators prefer to take 2 students at a time, allowing the students to support and learn from each other as well as from the educator.
3. Support meetings for students (either based on the locality or the organisation) 1 beginning, 1 middle, 1 end. Also for educators – 1 pre placement, 1 in middle or at the end. These provide time for networking, sharing learning experiences, tutorials.
4. New educators have a mentor to support them through first three student's placements. See appendix 1 for information on this scheme.
5. Mentor/co-ordinator to sit in on halfway and final report for new educator – to provide support & advice. Mentor could facilitate reflection and can complete feedback form for new educator's CPD file, or a witness statement. See appendix 2 for form used in Rushcliffe PCT
6. Managers to actively introduce education of students into IPR and CPD process. Keeping a record within the service of who has had students, accreditations etc. can facilitate this.
7. Managers and co-ordinators to encourage team to look at whole year picture so as to plan ahead, acknowledging the impact of providing practice placement upon caseload/work of the staff involved. See appendix 3 for statement used in Rushcliffe PCT.
8. Support for lone educators and/or those in dispersed teams. e.g., a support group set up specifically for educators in this situation. This could include updates for educators from universities.
9. Range of tutorials – diversity should be encouraged with a view to training as a whole; transferable skills and knowledge to make the most of opportunities. Encouraging interprofessional learning e.g.:

Continence	Tissue viability
Pain management	Dietetics
Medication	Mental Health Act
Interview skills	Housing and Adaptations
Service User Involvement	Expert Patient

10. The clinical supervision of practitioners should be used to identify/facilitate the development of potential educators and those with sufficient experience to undertake training as an educator.
11. Managers/co-ordinators should be pro-active in contacting universities to organise training/workshops for practice educators; they should also liaise with other local managers/ co-ordinators whose staff may have similar needs. This should be across Health, Social Services, Independent and Voluntary sector, Education and Armed Forces.
12. Space limitations – where there is limited provision of desk space/computer access, consider a rota system.
13. While a student is on a longer placement, they could do at least one case study for presentation to the team. This could clarify the student's understanding of the OT process and give an opportunity to demonstrate this to their educator. This also provides an opportunity for the educator to learn about models and frames of reference.
14. An example occurred in Derby where there was limited peer support for the educators based in some Primary Care Trust and Social Service teams. These educators now meet three times per year to network, discuss placement issues and have a CPD placement workshop provided by the university. They also arrange for all their students to meet together twice per term to prevent them feeling isolated.
15. Ensuring protected time for a practice educators meeting to address student issues within your service.
16. An OT working in palliative care providing long arm supervision for a student working with the Motor Neurone Disease Association.
17. In Lincolnshire a standard has been set that each educator will offer a minimum 8 weeks placement each year.
18. In Rotherham a local 1 day conference has been held – to raise the profile of placement education, revisiting practice placement and including discussion of Agenda for Change and Knowledge and Skills Framework matters.
19. In Rotherham students complete a service evaluation in addition to the one for the HEI, and are asked if their comments can be shared directly with the individual educators and Head OTs. Generally speaking students are happy for this to take place and positive comments are generated for the placement co-ordinator,s annual report to service. See appendix 4 for form used in Rotherham.
20. OTN September 2005 challenged all of us to offer 20 weeks placement a year!!!!

Contact Numbers for Specific Issues

Katie Cole QMC Nottingham	Benefits and issues of sitting in on reports for new educators; tutorial support in large acute Trust. Has experience of supporting students with a disability. katie.cole@nuh.nhs.uk tel: 0115 9249924
Darrel Walton Rotherham	2 students for 1 educator darryl.walton@rothgen.nhs.uk tel: 01709 304273
Catherine Mills Rotherham	Student support meetings model Mentor system Adults-YATT@rotherham.gov.uk tel: 01709 336838
Gill Cooke Nottingham City SS	Social services queries gillian.cooke@nottinghamcity.gov.uk
Frances Bolton LiPNU*	Interprofessional education & tutorials; failing students Frances.Bolton@rushcliffe-pct.nhs.uk tel: 0115 9560334
Helen Griffiths Nottingham	Benefits of a co-ordinator, Rushcliffe PCT helen.griffiths@nottshc.nhs.uk tel: 0115 9529461
Anita Cooper Lincolnshire	Involvement in work based learning programme Anita.Cooper@ulh.nhs.uk
Karen Newberry	Practice placement tutor at University of Derby k.e.newberry@derby.ac.uk tel: 01332 621337
Margaret Spencer	Practice placement tutor at Sheffield Hallam University m.spencer@shu.ac.uk
LiPNU*	Learning in Practice, Nottingham Unit www.lipnu.nhs.uk

Practical Tips for Practice Placement Educators

DO	DON'T
Ask the student how they have got on during previous placements, they may decline to answer, but it provides an opportunity to gauge whether the performance you are seeing is comparable to others or whether the difference should be looked into.	Delay in seeking advice and support if you are concerned about a student, you can ask colleagues for their opinions. You can also phone the university to discuss the situation with the tutor in general terms, it is always better to tackle problems sooner giving the student more time to respond/ improve poor marks.
Ask the students to tell you their strengths and weaknesses and their interests – these factors will improve your ability to support them and enable them to achieve as much of their potential as possible.	Be afraid to tell the student that you feel they should change their attitude or behaviour – but always explain why they should change and suggest ways in which to do so, and explain the improved outcome that should result.
Ensure that supervision time is undisturbed except in a real emergency.	Forget that students can learn from listening as well as watching and doing. For example listening to you discussing a patient/client on the phone hones their skills in reading body language and tone of voice.
Encourage students to establish the habit of recording their reflections for their CPD file, and also to ask colleagues to sign witness statements which can be used to provide evidence of some of the more abstract part of practice.	Forget to leave at least one mark that you can adjust in response to negotiation and evidence presented by the student. On occasions students feel that they are not being heard, and being seen to be prepared to negotiate can be valuable. (This refers to negotiated reports/marks as part of the University of Derby Assessment Process)
Keep copies of paperwork from students - pre placement letters, learning contract, supervision sheets and all reports whether written by yourself, the student or negotiated.	Sign reports or supervision sheets before you and the student have checked and agreed the content, particularly negotiated/final reports, and supervision sheets when contentious issues have been raised and recorded.
Encourage students to make the most of any interprofessional learning opportunities that they might encounter	Feel you are to blame if the student is not achieving despite all the support and guidance you have offered.
Make sure that there is sufficient time for report giving, and enough table/desk space to spread out all the papers needed.	Forget to take time to reflect on your work with students <u>and</u> put those reflections down on paper for your CPD file, both positive and negative experiences are opportunities for development and learning.
Remember to give students positive reinforcement whenever possible – we tend to forget to do this for ourselves and our colleagues.	Be tempted to fill all the spaces in conversation with information, despite being keen to help the student to learn, you need the spaces to allow them time to ask questions and reflect.
Remember to make the implicit explicit, students are no more psychic than educators!	Forget to ask your student to write you a testimonial.

Glossary

Mentor	Someone who can guide or support you, a critical friend, an experienced colleague
Role emerging	Practice placements are undertaken in settings where occupational therapy services are not routinely provided, e.g. health and social care services within the independent and voluntary sectors. Informal supervision is provided by a member of the staff team at the agency involved, formal supervision and assessment by an occupational therapist, with relevant background and experience, based in another unit.
IPR	Individual Performance Review, also known as Annual Appraisal, Performance and Development Review
CPD	Continued Professional Development
COT	College of Occupational Therapists
Models	There are a number of different ways of supervising students. 1:1, 2:1, group supervision, role emerging etc. for further information see reference list.
Co-ordinator	Member of staff responsible for co-ordinating practice placements within a team, service or organisation. May or not have dedicated time
PPE	Practice Placement Educator
APPLE	College of Occupational Therapists scheme for Accreditation of Practice Placement Educators

List of Appendices

Appendix 1	Information re mentoring scheme used in Rotherham
Appendix 2	Report feedback form used by Rushcliffe PCT
Appendix 3	Statement regarding impact of providing placements upon caseload/work from Rushcliffe PCT
Appendix 4	Services own placement evaluation form used in Rotherham PCT in addition to one from HEI

Mentoring Scheme used in Rotherham

Criteria for being a Practice Placement Mentor

All Practice Placement Mentors will:-

- be recommended by their line manager/Head Occupational Therapist
- have been qualified for a minimum of five years
- be an accredited Practice Placement Educator
- have supervised a minimum of 8 students
- have supervised a student within the last two years and/or show evidence of keeping up to date with current Practice Placement assessment forms
- have a working knowledge of both Sheffield and Derby Practice Placement Education assessment forms

Allocation of Mentors

1. When offers have been made for students, check who might need a mentor.
2. Allocate a mentor to the Practice Placement Educator by:
 - asking Head OT if the mentor is available
 - matching mentor / mentee in terms of travel, compatibility etc
 - asking mentor if they are available (i.e. no student themselves)
 - send out mentor pack to mentee asking them to arrange the first meeting
 - send out mentor pack to mentor (if needed).
3. At the end of the mentor period, send out an evaluation form to both mentor and mentee.
4. Keep an up to date record of OTs who require a mentor.

RECORD OF OBSERVATION OF REPORT GIVING

NAME OF EDUCATOR			DATE		
FIRST STUDENT	EXPERIENCED	VERY EXPERIENCED	NO RECENT EXPERIENCE		
HALFWAY REPORT	FINAL REPORT		UNIVERSITY		
STAGE 1	STAGE 2	STAGE 3	FULL TIME	PART TIME	ACCELERATED

COMMENTS

RECOMMENDATIONS

Signature & designation: _____

PRACTICE PLACEMENT REFLECTION

(With acknowledgement to University of Derby)

Date of Placement:

Role: Placement Educator

Placement Coordinator

During the time the student was on practice placement I feel that I performed well in the following area(s):

During the time the student was on practice placement I feel that I could have improved in the following area(s):

I feel that I need to take the following action before my next practice placement:

Signature & designation: _____

**STATEMENT REGARDING THE IMPACT OF UNDERTAKING
PRACTICE PLACEMENT EDUCATION OF OCCUPATIONAL THERAPY
STUDENTS UPON THE CASELOAD/WORK OF THE INDIVIDUAL
THERAPIST.**

Providing supervision for Occupational Therapy students during their practice placements is the responsibility of all suitably qualified Occupational Therapists as stated in the College of Occupational Therapists Code of Professional Conduct. It is one of the ways by which therapists can achieve continuous professional development. Additionally it is the method by which the fitness for practice of the students is assured in today's climate of continuous change and development.

The impact of this work upon the workload of the supervisor must not be ignored. In order to provide students with high quality supervision and clinical education it is necessary to take the time that this requires. The amount of time each student needs will of course vary to a degree, but it is realistic to state that supervision of Stage 1 and 2 students will decrease the number of individuals that a therapist can assess and treat during working hours.

Conversely it is possible that a Stage 3 student, who can carry out a significant amount of work autonomously whilst under the supervision of their practice placement educator, may enhance the number of individuals that can be assessed and treated within the working week. However regardless of the stage of training of the student, sufficient time needs to be allocated for supervision, reflection, planning and feedback.

It is important that this impact upon caseload is acknowledged by management, and given due consideration when making calculations of working capacity. Provision of good quality practice placements for students has beneficial effects on recruitment and retention of staff that must not be underrated.

ROTHERHAM OCCUPATIONAL THERAPY SERVICES

Practice Placement Education Evaluation

Thank you for taking the time to complete this form. The feedback is used to improve future placements.

Please indicate **Yes / No** where necessary.

NAME:

PLACEMENT:

Were you able to meet your fieldwork educator prior to placement? **Yes / No**
If so, where?

Did you receive adequate information prior to your placement? **Yes / No**
If no, what additional information would have been useful?

Accommodation (where appropriate)

Please comment on the following:

Organisation prior to placement:

Standard of accommodation:

Facilities available:

Induction

Did you receive an induction to your placement? **Yes / No**

Did you find it useful? **Yes / No** Please comment.

Student Support Groups

Did you find the groups useful? **Yes / No**

Please comment.

Placement

Did you receive formal weekly supervision?

Yes / No

Did you arrange any tutorials from the district list?

Yes / No

If so, which ones?

Did you get the opportunity to visit other departments?

Yes / No

If so, were these visits useful?

Further Comments

Please make any further comments about your placement, or any positive comments for us to pass on to your PP Educator.

Would you agree to your comments being passed, (where this would enable improvements) to Head OTs? **Yes / No**

Would you agree to your comments being feedback to your Educator (once you have left), if this would enable improvements? **Yes / No**

Would you consider applying for a job in Rotherham in the future? **Yes / No**

Please return to Practice Placement Co-ordinator before you leave. Thank you.

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Learning and Disability – information can be downloaded free of charge from members
pages of COT website www.cot.org

FEEDBACK AND EVALUATION FORM

This handbook was created with 3 specific aims:-

1. To inform and reassure educators.
2. To remind OTs of their responsibility to offer placements and/or become more actively involved in student education.
3. To increase the number of placements offered by debunking some of the myths that people cite as reasons for not offering placements.

To enable use to evaluate how well these aims have been fulfilled please complete the questions below.

Handbook changed my attitude to offering placements	Greatly	Significantly	Little	Not at all
If so how?				
It has influenced my practice	Greatly	Significantly	Little	Not at all
If so how?				
Is the handbook clear and explicit in explanation?	YES	NO		
Did you find it 'reader friendly'	YES	NO		
Are there any major omissions?	YES	NO		
Please explain.....				
Do you have other examples of good practice to be included? Please include these with your reply.	YES	NO		
Are you willing for your name/details to be added as a contact?	YES	NO		

In order that we can identify how far the handbook has been disseminated and which areas of the country/practice have found this a useful document please complete the details below. If you do not wish to identify yourself personally or give contact details please leave that part of the form empty.

Name..... Role.....

Contact details – email/postal address or telephone

Please identify the county you work in even if you do not wish to give other details.....

Working background e.g. Health, Social Services, Independent sector.....

Other comments.....

Many thanks for your assistance. Please return to:- Frances Bolton, Learning in Practice Nottingham Unit, Barclay's Bank Chambers, Tudor Square, West Bridgford, Nottingham NG2 6BT or by email to frances.bolton@rushcliffe-pct.nhs.uk UNTIL END OF 2006