



Occupational Therapy Practice Education

OT1006

5 Credits

The focus of this module is on the development of professional behaviour within an occupational therapy context. Students will observe, participate and feedback on their observations of the occupational therapy process. Students will develop their professional behaviour in terms of professional communication, responsibility, accountability and development.

Learning Outcomes for each individual module

Module Goal: To develop professional behaviour, knowledge, skills and attitudes related to working with patients/clients who are availing of an occupational therapy service because of physical and/or psychosocial needs.

Outcomes

On completion of this module, you should be able to:

1. Present self as a professional student in a manner appropriate to the practice environment
2. Follow placement site and UCC policies and procedures
3. Observe, give feedback and understand the role of the occupational therapist in a clinical setting
4. Observe and discuss the multidisciplinary team's skills, where appropriate, in clinical reasoning and judgement with the practice educator
5. Observe and give feedback on patient/client caseload interventions, undertaking some duties and responsibilities associated with patient management through direct teaching by the practice educator
6. Explore the use of occupations as a therapeutic tool by completing an activity analysis



7. Model effective use of words, body language, rate, pitch and tone of voice with patients/clients and colleagues.
8. Discuss expectations and model how to utilize feedback from the practice educator and other team members.
9. Commence the use of a reflective diary and discuss some critical incidents within supervision.

Teaching Schedule

Week	Date and Time	Session	Facilitators	Venue
TBA	Interprofessional Learning Day			
29	Friday 19 th February 2027	Introduction to practice education and Email etiquette (facilitated by UCC skills centre)	Jean Harrington	BHSC_102 9am-11am
31	Friday 5 th March 2027	Simulation Pre Brief	Jean Harrington	BHSC_122 10am to 12pm
32	Monday 8 th March	Sim 1 (20 students – TBA on Canvas)	Practice Education Team	ASSERT 9.30-1pm BHSC_122 2pm-3.30pm
32	Friday 12 th March	Sim 2 (20 students – TBA on Canvas)	Practice Education Team	ASSERT 9.30-1pm BHSC_105 2pm-3.30pm
33	Monday 15 th March	Sim 3 (20 students – TBA on Canvas)	Practice Education Team	ASSERT 9.30-1pm BHSC_304 2pm-3.30pm
38	Thursday 22 nd April 2027	Pre Linking Learning	AnneMarie Norris	BHSC_301
39-40	26 th April-7 th May 2027	Placement		
41	Monday 10 th May 2027	Post-Practice Linking Learning	AnneMarie Norris	WGb_G02



Face to Face Pre Placement Training

Student Health Vaccinations		
(Students will receive individual appointments via text message)		
Wednesday 16 th September	Thursday 17 th September	Wednesday 14 th October
9.15am-4.30pm	2.15pm-4.30pm	9.15am-4.30pm

If you need to miss a lecture to attend your student health vaccination, please request a recording from the module leader.

People Handling (max 12 per session)				
(Groups will be announced on Canvas)				
Mon 19 April 2027	Tue 20 April 2027		Wed 21 April 2027	
BHSC_121	BHSC_122	BHSC_122	BHSC_122	BHSC_122
1.30pm to 5.00pm	9.30am -1.00pm	1.30pm to 5.00pm	9.30am -1.00pm	1.30pm to 5.00pm
Group 1	Group 2	Group 3	Group 4	Group 5

CPR & AED (max. 6 per session)					
(Groups will be announced on Canvas)					
Fri 9 April 2027		Fri 16 April 2027			
BHSC_103A	BHSC_103A	BHSC_242	BHSC_242	BHSC_243	BHSC_243
9.00am - 1.00pm	1.30pm - 5.30pm	9.00am - 1.00pm	1.30pm - 5.30pm	9.00am - 1.00pm	1.30pm - 5.30pm
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

Fri 19 April 2027		Fri 9 April 2027	
BHSC_103A	BHSC_103A	BHSC_242	BHSC_242
9.00am - 1.00pm	1.30pm - 5.30pm	9.00am - 1.00pm	1.30pm - 5.30pm
Group 7	Group 8	Group 9	Group 10

Teaching Style

In Year 1 the teaching style used by a students' practice educator is directive. As students progress through the programme, they will move through the stages of professional competency development. Please see Figure 1 below.

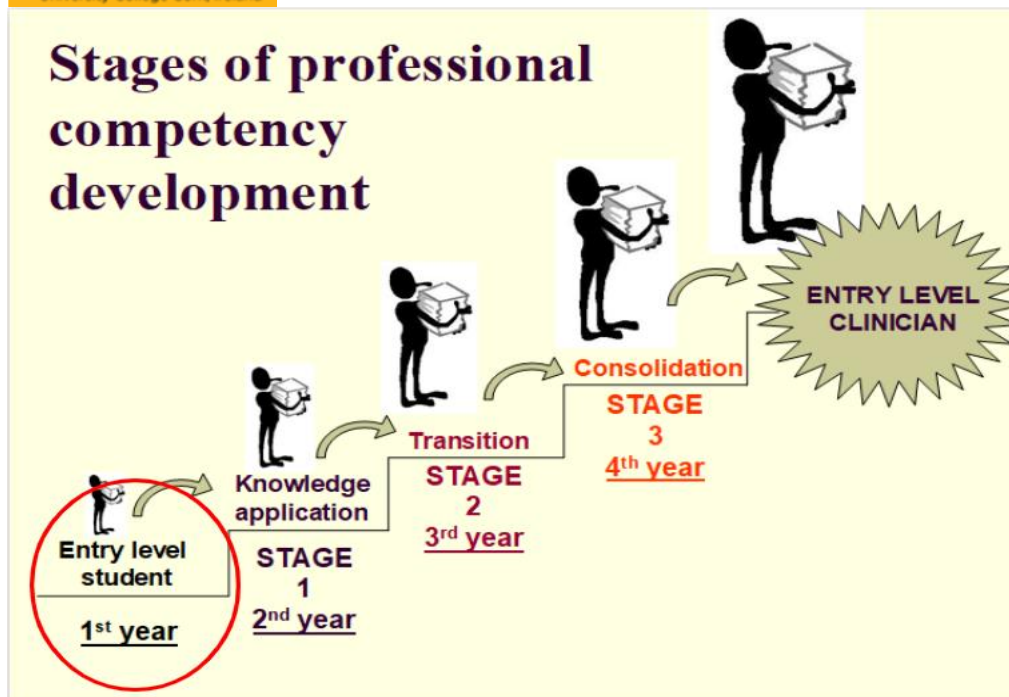


Figure 1: Stages of Professional Competency Development

Directive: During this early stage of development, students need to observe, practice skills, and reflect on their performance. Providing direct evaluation and feedback is useful to students with little or no experience or for students who are inexperienced in a specific area of practice (Anderson, 1998). While students benefit from direct teaching at this stage, they are encouraged to engage in self-directed learning/learn from peers as well.

Student expectations

Students will be allocated to a practice educator (PE), practice site and a practice tutor where possible. Students will become familiar with the role of an occupational therapist and the role of other disciplines in a practice site where occupational therapy is delivered. Students will have the opportunity to observe an occupational therapist in daily practice and to gain experience, guided by the practice educator. Students will become familiar with referral procedures, interviews/assessments and explore a range of occupational therapy interventions within the practice site. Students will observe clients and their families/carers/educators and experience an understanding of client-centred practice.



Students are **expected** to act and behave in a professional manner suited to that of a clinical environment. Students are reminded that they are professional students, representing the Occupational Therapy programme as well as UCC. Students are expected to show a commitment to their role as an Occupational Therapy student by:

- Following placement site and UCC policies and procedures
- Being professional in their interactions and behaviours
- Being punctual, organised and prepared for placement
- Following the appropriate dress code

Students are required to **actively** observe and **actively** participate in practice under the direct supervision of their practice educator. Students can do this by:

- Non-verbal communication – nodding their head, making eye contact, reacting to what is happening in a session
- Introducing themselves
- Demonstrating enthusiasm and interest
- Asking questions about what they have observed



Pre-Placement

Student declaration: All students must sign and upload a student declaration prior to starting placement. This represents the student's commitment to professional behaviours which must be upheld during placement. See Appendix 1 for a copy of the student declaration and there is also a copy on Canvas. Please read, sign and upload to the appropriate Canvas folder.

Training

Before attending practice education, students are required to complete the following training:

Garda Vetting	Garda vetting is carried out by the admissions office in UCC once the student has accepted his/her place on the programme. All students must have cleared garda vetting before being allocated to a placement site.
Insurance	The University provides insurance cover for students for their practice experience. This indemnity is conditional on the students' compliance with university requirements and the practice site's policies and procedures. Practice Educators will state if a car is required for placement, and this is noted in the Site Profile. Students driving their own cars must contact their insurers to arrange adequate cover and to update their policy.
UCC Occupational Health Screening and Vaccination Programme	The Student Health Department recommend and provide a programme of vaccinations to students and will make individual recommendations as required. Based on recommendations that students are entering clinical settings; a range of vaccinations and advice is available through the Student Health Department at UCC. Students will receive a text message with the date and time for their appointment. Semester 1 vaccination dates: Tuesday 23rd September 09.30-16.30 and October 21st October 09.30-16.30.
First Aid Training	This training needs to be completed every two years and is organised by the PEC and funded by the department. Date to be announced on Canvas.
People moving and Manual Handling Training	This training needs to be completed every two years and is organised by the PEC and funded by the department. Date to be announced on Canvas.

HSEland e-
courses
(online)

HSEland is an online training portal providing courses and learning resources for healthcare professionals. Students must **set up an account** and **complete** the following HSEland modules:

- AMRIC Hand Hygiene – renewed before each practice (including deferrals/repeats)
- AMRIC Basics of Infection Prevention and Control - renewed before each practice (including deferrals/repeats)
- AMRIC Personal Protective Equipment - renewed before each practice (including deferrals/repeats)
- Cybersecurity – renewed before each practice ((including deferrals/repeats)
- Open Disclosure – renewed every 3 years
- Children First – renewed every 3 years
- Dignity at Work– renewed every 3 years
- Safeguarding Adults at Risk of Abuse – renewed every 3 years
- GDPR – completed once
- Fire Safety (General Awareness) Training - completed once
- AMRIC - Standard and Transmission Based Precautions – completed once
- AMRIC – Respiratory Hygiene and Cough Etiquette – completed once
- AMRIC – Management of Blood and Body Fluid Spills - completed once
- AMRIC – Routine Management of the Physical Environment - completed once
- Let's Talk about Suicide – completed once *and renewed before a mental health practice*



It is the student's responsibility to ensure the above training is fully completed and in date prior to placement. Please refer to Appendix 2 for the student declaration which students will need to complete and upload to Canvas, alongside their training certificates for review by the PEC.

Teaching

Pre-practice 'linking learning' sessions is organised by the practice education team. These sessions are **mandatory** attendance as they are crucial for the preparation of students for placement. To facilitate the need to assimilate and manage information, shorter, there will be shorter 'bite-sized' sessions and one full day classroom session. Please refer to Table 1 above for the teaching schedule.

CV, Letter of Introduction and Site Profile

Students are required to complete a practice education CV and letter of introduction (LOI). There is a template available for this on Canvas and in Appendix 3.

Students will receive a site profile from a member of the practice education team with induction information to assist them in preparing for placement. The site profile gives practical information, practice educator contact details, signposts to pre-placement reading materials and any other relevant information the student will require before commencing placement.

Important

After receiving their placement allocation **1st year and 2nd year students** should:

- Complete their CV and LOI and **send** to their assigned practice tutor or upon request to the PEC
- PEC/PT will return the CV and LOI with any feedback/changes to make along with their practice educator's email address
- Students are to **amend** the CV/LOI as instructed and **contact** their practice educator via email with their attached CV and LOI and CC in their practice tutor
- The practice educator will then respond to the student with the relevant site profile

Other

Students are required to source a name badge for placement (*See Canvas for information*) as well as a uniform/appropriate clothing (*information found on your site profile*). Students are advised to purchase a diary and to maintain a practice education folder to store important practice education documents **required for professional registration** as outlined below.



During Placement

The Learning Contract

The learning contract refers to the partnership between the student and the practice educator to ensure both parties understand their roles and expectations. There are four key elements to the Learning Contract:

1. Induction/orientation – each student attends orientation and induction to the placement setting at the beginning of placement with their practice educator or practice tutor
2. Learning objectives – year 1 learning objectives are pre-set
3. Supervision – students will have **one hour** of weekly protected face to face supervision with their practice educator. Students should **prepare** appropriately for this session (bring reflections, questions/observations, key learning points, learning objective paperwork, self-directed work) and use this time to demonstrate learning, reflect and facilitate their professional development. See Appendix 6 and Canvas for the supervision form.
4. Informal Feedback – students will receive informal feedback throughout the course of their placement on their performance as related to their competencies. This is an important two-way informal feedback process where students share their experiences and insights and discuss skills development with their practice educator.

Placement Tasks

Students must complete the mandatory tasks during the practice education placement. Please see list below:

1. **Learning Objectives:** Learning Objectives are pre-set in Year 1. Please refer to Appendix 4 and Canvas for the learning objectives.
2. **Activity Analysis:** Students are required to complete at least one occupation-based activity analysis form during placement. Please refer to template on Canvas. This will be discussed in class.
3. **Reflective Journal:** Students are required to maintain a reflective journal during practice placement. Students are encouraged to make reflective entries on critical learning events/key learning points/key experiences to support their development. The journal is private however the practice educator will discuss reflections with students and will expect to see evidence of this.



4. **Hours Log Template:** Students must record accurately and neatly in the Hours Log Template. It is the **student's responsibility** to maintain their Hours Logbook and ask their educator to sign off on their hours at the end of each week. In the last week of placement, send your logbook to your practice tutor as a **PDF** for signing. Once it has been signed by your educator and tutor, upload this to Canvas for final review by the PEC.

Post Placement

Once placement is complete, students will attend a **mandatory** post practice linking learning classroom session. This session is crucial to reflect on placement, understand how practice influences theory and draw a close to placement before returning to academic studies.

It is the student's responsibility to upload their placement assessment paperwork and hours log to Canvas and to maintain and store safely their own hard copies of same.

Some students may be invited to attend a 'Learning Review' with the PEC and PT once placement has completed. Individual students will be invited to this as appropriate.

Attendance

This module has a minimum attendance requirement to pass. Students are expected to attend **all** scheduled teaching activities. Where this does not occur, students will be expected to provide a satisfactory explanation for all absences, supported with evidence. Unavoidable planned classroom absence must be discussed & agreed with the module coordinator (Jean Harrington, jeanharrington@ucc.ie) in advance. Failure to comply with these regulations will result in a student being deemed not to have fulfilled the attendance requirements and a 'Fail Special Requirement' will be recorded.

Assessment

UCC Occupational Therapy uses a practice education assessment form based on the Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT, Bossers et al., 2002). Students are assessed by their supervising practice educator with the support of the practice education team in the following seven core competency areas:

1. Practice Knowledge



2. Clinical Reasoning
3. Facilitating Change within a Practice Process
4. Professional Interactions and Responsibilities
5. Communication
6. Professional Development
7. Performance Management

Practice educators base their evaluation of the student's performance on placement on how well the above competencies were demonstrated throughout the entirety of their placement period. Each competency is broken down into a list of separate behavioural items by which the practice educator can appraise a student's ability. The behavioural items map clearly to the CORU Standards of Proficiency for Occupational Therapists ([otrb_standards_of_proficiency_for_occupational_therapists-dec18.pdf](#)).

Practice educators attend training on how to assess a student's performance on placement, and they have the support of the practice education team in the event of any queries.

Please refer to Canvas and the website for further information on the practice education assessment form.

Table 1 Assessment Details

Assessment	Description	Weighting	Date	Learning Outcomes Assessed
CBFE-OT (modified)	Standardised assessment form containing 7 core competencies necessary	5 credits Pass/fail	Summative (Final) assessment at end of placement	See above



Appendix 1: Student Declaration



University College Cork

School of Clinical Therapies

Student Declaration

Introduction

Profession Clinicians seek to maintain high standards of conduct and moral judgement in their practices as clinicians, particularly in their relationships with their patients/clients, the public, fellow practitioners and with practitioners of other disciplines. The following declaration aims to bind student practitioners of the clinical therapies to sound moral reasoning and personal integrity in their professional conduct as student clinicians.

As a Clinical Therapy Student, you will be studying to obtain a University degree that will allow you to work in a profession. During this period of study, you will be working within this professional environment to include practice education placements and clinic experience hours. During your study you will gain practice experiences in various health care settings, interacting with individuals, members of staff, and other health care professionals. It is therefore essential that you agree with the conditions set out below to ensure that you can learn effectively.



Failure to comply with the conditions set out in this agreement, which you will be asked to sign, may result in your not being allowed to continue in your programme.

1 'Individual also refers to patient, client, resident, significant other, colleague, other health care professional 2

'Member of staff' refers to both academic and health service personnel.

I AGREE THAT:

1. I will listen to individuals and respect their views, treat individuals politely and considerately, and respect their privacy, dignity, and their right to refuse to take part in teaching.
2. I will act according to the Code of Professional Conduct and Ethics for my profession.
3. My views about a person's lifestyle, culture, beliefs, race, colour, gender, sexuality, age, social status, or perceived economic worth will not prejudice my interaction with individuals, members of staff, or fellow students. I confirm that I am willing to undertake physical examination of patients that may include physical contact, in order to establish a clinical diagnosis or make a professional judgement, irrespective of the gender, colour, culture, beliefs, disability, or disease of the patient.
4. I will respect and uphold an individual's trust in me.
5. I will always make clear to individuals that I am a student and not a qualified practitioner.
6. I will maintain appropriate standards of dress, cleanliness and appearance.
7. I will wear a health service provider identity badge with my name clearly identified.
8. I will familiarise myself and comply with the Health Service Provider's values, policies, and procedures.
9. I have read and understood the guidelines as set out in the current Practice Placement Handbook.
10. I understand and accept to be bound by the principle of confidentiality of individual's records and data. I will therefore take all necessary precautions to ensure that any personal data concerning individuals, which I have learned by virtue of my position as a student, will be kept confidential. I confirm that I will not discuss individuals with any other party outside of the clinical setting, except anonymously. When recording data or discussing care outside the clinical setting, I will ensure that individuals cannot be identified by others. I will respect all Health Service Providers' and individuals' records.
11. I have read and understand UCC's Grievance and Disciplinary Procedures:
<https://www.ucc.ie/en/academicgov/policies/student-policies/>
12. I understand that, if I have (or if I develop) an impairment or condition, it is my responsibility to seek advice regarding the possibility that it may impact on my ability to learn, to perform safely in the clinical environment, or affect my personal welfare or the welfare of others. An appropriate person to seek advice from in the clinical setting may be Clinical Placement Coordinator, Practice Tutor or Practice Educator. I understand it is also my responsibility to declare the impairment or condition on the relevant health disclosure form which can be found



at the following link: <https://www.ucc.ie/en/academicgov/aago-policies/fitnesstopractise/>. I

accept that only through disclosure of this impairment/condition can an appropriate plan of support to reach required clinical learning outcomes/competencies be explored.

13. I confirm that I shall not partake of or distribute illicit drugs or non-prescribed medications and avoid over-indulgent use of alcohol, drugs, or medications.
14. I understand that if I have any criminal conviction(s) during the programme that I will declare same on the relevant fitness to practice disclosure form:
https://www.ucc.ie/en/media/support/academicsecretariat/fts/FTS_Appendices.pdf
15. If I am returning from a period of illness/hospitalisation/surgery, it is expected that I report this to the Practice Education Team, as I may be required to attend the occupational health department prior to accessing my clinical placement.
16. I confirm that I shall endeavour to recognize my own limitations and shall seek help/support when my level of experience is inadequate to handle a situation (whether on my own or with others), or when I or other individuals perceive that my level of experience may be inadequate to handle a situation.
17. I shall conduct myself in a professional and responsible manner in all my actions and communications (verbal, written, and electronic, including text, e-mail or social and communication media).
18. I will attend all scheduled teaching sessions and all scheduled clinical placements, as I understand these are requirements for satisfactory programme completion. If I am unable to attend any theoretical or Mandatory/Essential Skills element (including online requirement) of the programme, I will notify a member of the Practice Education Team (prior to scheduled date) and provide a written explanation for the Module Leader as soon as possible. I will also inform the relevant team member prior to the commencement date of my clinical placement. If I am then unable to attend my scheduled clinical placement due to the above reasons, I will act according to Local Health Service Provider Guidelines to the Practice Placement Agreement and will inform the relevant personnel in a timely manner e.g. Clinical Placement Coordinator, Practice Educator, or Practice Tutor, as soon as possible.
19. I will abide by the infectious disease policy:
<https://www.ucc.ie/en/media/support/studenthealthservice/InfectiousDiseaseScreeningImmuni-sationPolicyincludingBBVv4.pdf>

Adherence to University Rules

In addition to the preceding Student Responsibilities, Clinical Therapy students must also adhere to University College Cork Rules and Regulations:

<https://www.ucc.ie/en/academicgov/policies/student-policies/studentrules/>



SIGNATURE

STUDENT NAME (BLOCK CAPITALS): _____

STUDENT NUMBER: _____

YEAR IN PROGRAMM: _____

I am signing to show that I have read and understood the above Declaration in this document,
and I agree that I can and will comply with all of the Codes of Conduct detailed therein.

STUDENT SIGNATURE: _____

DATE: _____

PRACTICE EDUCATION COORDINATOR _____



Appendix 2: Student Declaration Training

HSELand Certificate Renewal Frequency and Student Declaration

All students, due to commence their clinical practice education, must engage in the training below in order to practice as a safe and competent Occupational Therapy Student while on placement.

HSELand is an online training portal providing courses and learning resources for healthcare professionals. Students must set-up an account and complete the following HSELand modules:

- AMRIC Hand Hygiene – renewed before each practice (including deferrals/repeats)
- AMRIC Basics of Infection Prevention and Control - renewed before each practice (including deferrals/repeats)
- AMRIC Personal Protective Equipment - renewed before each practice (including deferrals/repeats)
- Cybersecurity – renewed before each practice ((including deferrals/repeats)
- Open Disclosure – renewed every 3 years
- Children First – renewed every 3 years
- Dignity at Work– renewed every 3 years
- Safeguarding Adults at Risk of Abuse – renewed every 3 years
- GDPR – completed once
- Fire Safety (General Awareness) Training - completed once
- AMRIC - Standard and Transmission Based Precautions – completed once
- AMRIC – Respiratory Hygiene and Cough Etiquette – completed once
- AMRIC – Management of Blood and Body Fluid Spills - completed once
- AMRIC – Routine Management of the Physical Environment - completed once



- Let's Talk about Suicide – completed once *and renewed before a mental health practice*
- The college arranges first aid training and people moving and manual handling training. This must be updated every two years. Dates will be released on Canvas.
- Students must engage with Occupational Health for a health screening and follow the appropriate vaccination requirements according to the UCC Infectious Disease Screening and Vaccination Policy ([Infectious Disease Screening and Vaccination Policy](#)). Students will be sent a text message with their time and date for vaccinations. Students must incur the cost of vaccinations.

Please read the following declaration, initial each statement and sign to show that you have read, understood and complied with the pre-placement student preparation requirements.

*The practice education coordinator will check the uploaded training certificates for dates and compliance. **Failure to comply will result in the student not being able to attend placement.***

- I have engaged with Occupational Health and followed the appropriate vaccination requirements (**Initial -**)
- I have attended first aid training and people moving and manual handling training and uploaded my certificates to Canvas (**Initial -**)
- I have completed the above HSEland training, checked that my training is up to date as per the above guidelines and uploaded my certificates as evidence to Canvas (**Initial -**)



SIGNATURE:

STUDENT NAME (BLOCK CAPITALS):

STUDENT NUMBER:

YEAR IN PROGRAMME:

STUDENT SIGNATURE:

DATE:

Please upload this completed form to the assignments section in Canvas for review by the practice education coordinator.



Appendix 3: CV and LOI

Practice Education Student Curriculum Vitae

Personal Information	
Name:	
Term Address:	
Home Address:	
Mobile number:	
Student Email:	
Car driver (full licence): Have a car for this practice:	Yes/No Yes/No/Some days (say which days)
Date of Garda Clearance:	
Name & Number of emergency contact person:	

Vaccinations and Dates and Dates
Hep B:
MMR:
BCG:
COVID:



Other?

NOTE: Start with the most recent and work back

Skills Development and Training	
Date of Moving & Handling certificate:	
Date of Moving & Handling refresher training:	N/A
Date of BLS Certificate:	
Date of BLS refresher training:	N/A
Date of Hand Hygiene certificate:	
Date of Basics of Infection Prevention and Control certificate:	
Date of Personal Protective Equipment certificate:	
Date of GDPR certificate:	
Date of Cybersecurity certificate:	
Date of Open Disclosure certificate:	
Date of Children First certificate:	
Date of Dignity at Work certificate:	
Date of Safeguarding Adults at Risk of Abuse	
Date of Fire Safety Training certificate:	
Date of Standard and Transmission Based Precautions certificate	



Date of Respiratory Hygiene and Cough Etiquette certificate:	
Date of Management of Blood and Body Fluid Spills certificate:	
Date of Routine Management of the Physical Environment certificate:	
Date of Let's Talk about Suicide certificate:	
Other professional development:	

Work History
Practice Education Experience: Year One Clinic Observation: (insert dates). Name of Setting: Type of Setting: Responsibilities/Duties/Experiences:
Paid Work: Volunteer Work:

Interests
Personal Interests /Leisure Pursuits: *



*	
*	
*	
Specific Professional Interests for this practice:	
*	
*	
*	
*	

Signed: _____ Date: _____



Letter of Introduction

[Today's Date]

[Practice Educator Name]

Subject: Letter of Introduction

Dear [Practice Educator First Name],

Thank you for facilitating my first/second/third/fourth year Occupational Therapy Practice Education from the (insert dates).

Please find attached my Curriculum Vitae with personal details about my paid and volunteer work and Occupational Therapy practice experience to date. I will review the site profile information you have developed with my Practice Tutor, [name of PT], and I am enthusiastic about spending time with you and your colleagues in this setting.

I look forward to seeing you on (insert date) at the appointed time and place.

Kind regards,

[Your Name in Full]

1st/2nd/3rd/4th Year Occupational Therapy Student

University College Cork,

College Road,

Cork,

Ireland,

T12 K8AF



Appendix 4: Supervision Contract and Record

Student Supervision Contract Form

The following details have been agreed (in week 1) between:

Student Name: _____ Educator Name: _____

Practice Education Placement Year:	
Total Number of Placement Weeks:	
Location of Supervision:	
Frequency of Supervision:	
Duration:	
Agreed Format: (e.g. pre-supervision form)	
Any other specific arrangements / needs:	
To ensure the Supervision is effective I commit to cooperate with the above arrangements.	
Signed: _____ Date: _____	



Signed: _____ Date: _____

Supervision Record

Week: _____

Date: _____

Duration: _____

Topics for Discussion

Student Agenda	Practice Educator Agenda

Summary of Discussion

(Examples: learning objectives, wellbeing, caseload, professional development, critical incidents from reflective diary etc.)



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Agreed Actions	Timeframe for Action and by Whom

Student Signature: _____

Practice educator: _____