



Occupational Therapy Practice Education

OT2007

10 Credits

This module will focus on the student developing a deeper understanding of occupation, occupational performance and the processes in Occupational Therapy practice necessary for client-centred practice.

Learning Outcomes for each individual module

Module Goal: To develop knowledge and skills in the design and implementation of occupational therapy programmes under the supervision of an occupational therapist for clients with physical, sensory, mental health or intellectual disabilities.

Outcomes

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

1. Assist with patient caseload undertaking all duties associated with patient management through direct teaching by practice educator.
2. Develop skills in clinical reasoning and demonstrate good judgement to utilise assessment and treatment tools selected under supervision of practice educator.
3. Analyse the use of occupations, as a basic therapeutic tool to respond sensitively to the needs of patients who are experiencing developmental, physical, psychosocial and/or environmental barriers preventing healthy and meaningful lives under direction from the practice educator.
4. Promote the quality of meaningful occupations in the lives of service users and their family members.

5. Identify the primary research tools available for information gathering in preparation for case studies.
6. Commence use of a diary as a tool to develop reflective skills.
7. Identify and demonstrate appropriate behaviours in communicating with patients, family members and colleagues.

Teaching Schedule

Week	Date and Time	Session	Facilitators	Venue
31	Thursday 4 th March 2027	Bitesize session: Learning contract and objectives; Assessment form	John Hastings	BHSC_103A
36	Monday 5 th April – Friday 9 th April	Simulation week (Inclusive of Pre Linking Learning)	Practice Education Team	Various – Announcement on Canvas
37-43	12 th April 2027 – 28 th May 2027	Placement		
44	Tuesday 1 st June 2027	Post Placement Linking Learning	John Hastings	BHSC_103A

Teaching Style

In Year 2 the teaching style used by the students' practice educator is directive. At this stage of development, students need to observe, practice skills and reflect on their performance under the supervision of their practice educator. Students should expect to receive direct supervision, feedback and evaluation on their competency development. Students will have the opportunity to take an active role working with clients to apply their knowledge and to develop assessment, intervention, and professional reasoning skills. See Figure 1 for more detail.

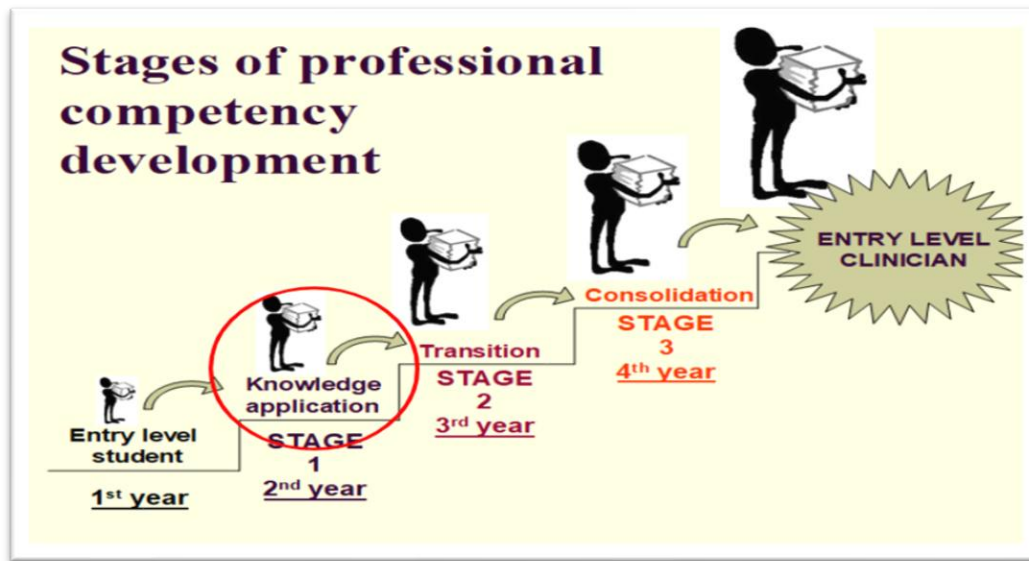


Figure 1: Stages of Professional Competency Development

Student Expectations

Students will be allocated to a practice educator (PE), practice site and a practice tutor if 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 be actively involved in aspects of the Occupational Therapy process, supervised by your practice educator. Students will become familiar with observing and completing aspects of referral procedures, interviews/assessments and explore a range of occupational therapy interventions within the practice site.

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 site and UCC policies and procedures
- Being professional in their interactions and behaviours
- Being punctual, organised and prepared for placement
- Demonstrating their professional development and growth on placement



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

- Introducing themselves
- Demonstrating enthusiasm and interest
- Asking questions about what they have seen
- Non-verbal communication – nodding their head, making eye contact, reacting to what is happening in a session
- Suggesting aspects of session that they can ‘take the lead on’
- Identifying a client/service user that they can lead with e.g. consider appropriate assessments/interventions, trial these separately and complete under direct supervision
- Identify possible service development ideas/resources
- Prepare appropriately for their supervision to allow for development of clinical reasoning, reflection and professional development

Pre-Placement

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 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 insurance 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 should have their vaccination programme completed in Year 1. The occupational health services will follow up with students on an individual basis as required.
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 <i>and renewed before a mental health practice</i>
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It is the student’s responsibility to ensure the above training is fully completed and in date prior to placement. Please refer to Appendix 1 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-placement ‘linking learning’ sessions will be organised by the practice education team. These sessions are **mandatory** attendance as they are crucial in the preparation of students for placement. 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 2.

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 in ensuring 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 – students in year 2 set their learning objectives in conjunction with the practice educator and/or practice tutor
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 4 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 mandatory tasks during the practice education placement.

Please see list below:

1. **Learning Objectives:** Students are expected to set their learning objectives for Year 2 placement. Each learning objective should map to a competency area in the assessment form. Please refer to the template on Canvas. There is a taught session on this as per the teaching schedule.
2. **Activity Analysis:** Students are required to complete at least one occupation-based activity analysis form during placement. Please refer to the 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.
5. **Case Study:** Students in year 2 are required to present a case study on a particular patient/service user the student had an opportunity to work with. The presentation is usually delivered to the practice educator and members of the team. It is an opportunity for the student to showcase their clinical reasoning skills and ability to facilitate change within a practice process. Refer to Appendix 3 for case study guidelines.

Post Placement

Once placement is complete, students will attend a **mandatory** post placement 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	5 credits Pass/fail	Summative (Final) assessment at end of placement	See above



	competencies necessary			
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Appendix 1: Student Declaration Training

Student Declaration – Practice Education Preparation for Placement Training

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 2: CV and Letter of Introduction

Practice Education Student Curriculum Vitae

Personal Information	
Name:	
Term Address:	
Home Address:	
Mobile number:	
Student Email:	
Car driver (full licence):	Yes/No
Have a car for this practice:	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 Observations: (insert dates). Name of Setting: Type of Setting: Responsibilities/Duties/Experiences: Year One Placement: (insert dates). Name of Setting: Type of Setting: Responsibilities/Duties/Experiences: Year two Clinic Observations: (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 3: Case Study Guidelines

Introduction: The case study is an opportunity for the students to present on a particular client/service user/patient that they have worked with. This is usually presented to the practice educator (*and members of the team as available*) and where possible the practice tutor.

Format: The format usually follows the Occupational Therapy process: Information gathering and assessment – goal setting – intervention – evaluation. The presentation should be grounded in evidence-based practice.

Length: The presentation is 20 minutes in length with 10 minutes to allow for questions

Content: The case study is an opportunity to showcase your clinical reasoning skills as well as your ability to facilitate change. Reference to the evidence throughout to support your practice. Demonstrate your reflective practice and professional growth over the course of the placement.

Useful tips:

- Ensure anonymity – client/service user and the placement site
- Practice and rehearse your presentation in advance – try not to read from a script
- Time your presentation
- Use visual aids where appropriate



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.)



Agreed Actions	Timeframe for Action and by Whom

Student Signature: _____

Practice educator: _____



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