



UCC Occupational Therapy Practice Education

OT4003

20 credits

This module will focus on the development of student's competencies, clinical skills and commitment to the profession, to transition from a student to a practitioner. The focus will be on a deeper integrative understanding of occupation, the occupational therapy process, clinical reasoning, critical observations and the design and implementation of occupational therapy programs.

Learning Outcomes for each individual module

Module Goal: To develop the knowledge, skills and professional attitudes in the design and implementation of Occupational Therapy programmes facilitated by an Occupational Therapist.

Outcomes

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

1. Independently select and utilise assessment and treatment tools for service user caseload.
2. Describe and demonstrate sound clinical reasoning supported by a good theoretical knowledge base in designing, planning and implementing occupational therapy programs.
3. Independently analyse the use of occupation as a basic therapeutic tool to respond sensitively to the needs of service users/client population who are experiencing developmental, physical, psychosocial and/or environmental barriers preventing healthy and meaningful lives.

4. Promote the quality of meaningful occupations in the lives of patients with physical or psychosocial conditions, their family members and/or services in the healthy population.
5. Independently manage clinical and non clinical workloads and commitments to ensure accountability and professional responsibility.
6. Research and present a case study and/or lead out on a service development project/initiative with benefit to the service user population.
7. Demonstrate the ability to reflect-in-action regarding both own and patient's performance.
8. Initiate and follow through on communication with all relevant stakeholders in an appropriate and professional manner.

Teaching Schedule

Week	Date and Time	Session	Facilitators	Venue
6	Thursday 10th September 2026	Pre- Placement Linking Learning	Caroline Booth Aideen Gavin	BHSC_105
7-16	14 th September to 20 th November	Placement		
11	Friday 16 th October 2026	Midway Tutorial	Jean Harrington Aideen Gavin	BHSC_105
17	Tuesday 24 th November 2026	Post Placement Linking Learning	Caroline Booth Aideen Gavin	BHSC_122

Teaching Style

In Year 4 the teaching style for this practice will be consolidation. Practice educators will be expected to encourage independent thinking and independent problem solving from the students to help in their transition towards becoming autonomous practitioners. Educators will be less directive and will collaborate with the students to guide them in the attainment of their professional competencies. See Figure 1 for 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 initially 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 be expected to take a lead role in assessment, intervention planning, intervention and review. Students will be expected to demonstrate initiative and be self-directed in their learning. Practice educators will guide, supervise and support as required but at the end of this final practice education, students should demonstrate that they are achieving entry-level clinician competencies.

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 to continue to behave in accordance with the AOTI and CORU code of ethics and to abide by placement site and UCC policies and procedures.

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

A pre-practice ‘linking learning’ session is organised by the practice education team. This session is **mandatory** attendance and is crucial in the preparation of students for placement. There will also be a midway tutorial for year 4 students where students come back to college and re-group with their class for a day to consolidate knowledge and support students’ skill development. 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, contact information, signposts to pre-placement reading materials and any other relevant information the student will require before commencing placement.

Important

Within two weeks of receiving the placement allocation students will:

- Receive their site profile from their allocated practice tutor
- Students are to **contact** their practice educator via email (*information for this on the site profile*) with their attached and **updated** CV and LOI and to **cc** in their practice tutor

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 4 set their learning objective 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.

Mandatory 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 4 placement. Each learning objective should map to a competency area in the assessment form. Please refer to the learning objectives template on Canvas.
2. **Activity Analysis:** Students are required to complete at least one occupation-based activity analysis form during placement. Please refer to the activity analysis 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 4 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 ([otr_b_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	20 credits	Formative (midway)	See above

	containing 7 core competencies necessary		Summative (Final) assessment at end of placement	
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Appendix 1: 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*
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- 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 PROGRAM:

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 LOI

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: (insert dates). Name of Setting: Type of Setting: Responsibilities/Duties/Experiences: Year Two: (insert dates) Name of Setting: Type of Setting:

Responsibilities/Duties/Experiences:

Year Three: (insert dates)

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,

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
- 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.)

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Agreed Actions	Timeframe for Action and by Whom

Student Signature: _____

Practice educator: _____