

Practice Education

OT3007

10 credits

This module will focus on the development of student's competencies, clinical skills and commitment to the profession to assist in their transition from a student to a practitioner. It will focus on a deeper understanding of occupation, occupational performance and occupational adaptation as they relate to a range of clients/service users in occupational therapy practice. Students will develop critical observation skills, the ability to gather appropriate information for analysis and interpretation of client-centred practice requirements.

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 on placement by an Occupational Therapist.

Outcomes

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

1. Manage a partial patient caseload undertaking all duties associated with patient management through coaching by practice educator.
2. Select and utilise appropriate assessment and treatment tools under supervision of and collaboration with practice education.
3. Describe processes involved in clinical reasoning that supports treatment plans.
4. Analyse the use of occupation 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, with coaching from the practice educator.
5. Promote the quality of meaningful occupations in the lives of patients with physical or psychosocial conditions and their family members.
6. Demonstrate in-depth research skills to support the presentation of a case study.
7. Demonstrate reflective skills-on-action with coaching from the practice educator

8. Communicate with patients, family members and colleagues in an appropriate and professional manner.

Teaching Schedule

Week	Date and Time	Session	Facilitators	Venue
23	Thursday 8 th January 2026 9.30am to 5pm	Pre- Placement Linking Learning	Miriam O'Tuathaigh Caroline Booth	BHSC 304
24-33	12 th January to 20 th March 2026	Placement		
28	Friday 13 th February 2026 9.30am to 5pm	Midway Tutorial	Miriam O'Tuathaigh Jean Harrington	BHSC 104
34	Wednesday 25 th March 2026 9.30am to 5pm	Post Placement Linking Learning	Miriam O'Tuathaigh Caroline Booth	BHSC 243

Teaching Style

In Year 3 the practice educators will implement a coaching style of teaching. As students transition between knowledge application and consolidation (See Figure 1 for more detail), they begin to make a meaningful contribution to the occupational therapy process. The coaching style of teaching is highly supportive but encourages the students to engage in problem-solving, make decisions, engage in self-analysis and reflection. Students are being encouraged to become more autonomous practitioners.

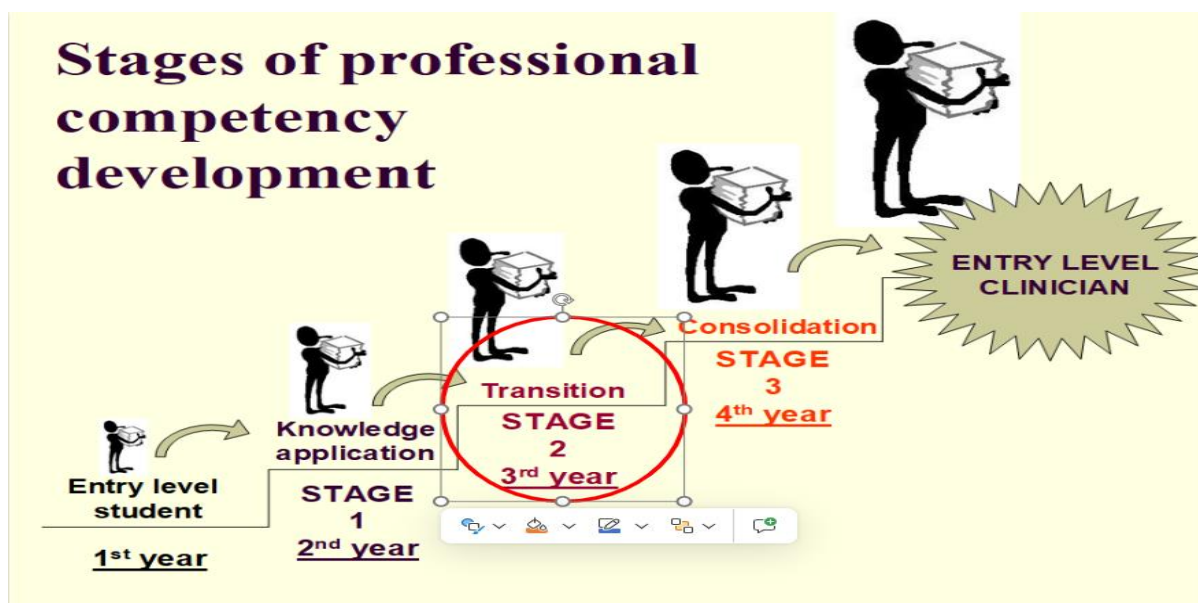


Figure 1: Stages of Professional Competency Development

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 share and assume responsibilities for components of practice with their practice educator. Students are encouraged to develop their own ideas, insights and engage in discussion of assessment outcomes and intervention ideas/plans with their practice educator. Students are expected to continue to engage in self-appraisal and reflective 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 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: <ul style="list-style-type: none"> • Hand Hygiene – 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 • GDPR – completed once

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-placement '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 3 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 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 – students in year 3 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.

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 3 placement. Each learning objective should map to a competency area in the assessment form. Please refer to the 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 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. This must be signed by the student, practice educator and

practice tutor/practice education coordinator. A signed copy must be uploaded to Canvas after placement and the original copy maintained by the student. A digital copy is stored by the PEC. The hours log template can be found on Canvas.

5. **Case Study:** Students in year 3 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

The Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT, Bossers et al., 2002) is the assessment form that will be used by the practice educator and the student during placement. Students are assessed and graded 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

For Year 3 placement students are graded using the CBFE assessment form. See Appendix 5 and Canvas for detail of the assessment and grading tables.

Practice educators base their evaluation of the student's performance on the above competencies and the learning objectives. They 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. They also have reference documents to aid with validating students' performance examples and deciding on the grade classification.

Table 1 Assessment Details

Assessment	Description	Weighting	Date	Learning Outcomes Assessed
CBFE-OT (modified)	Standardised assessment form containing 7 core competencies necessary	10 credits 200 marks Graded	Formative (midway) assessment Summative (Final) assessment at end of placement	See above

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.

1. 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:
 - Hand Hygiene – renewed before each practice (including repeats)
 - Cybersecurity – renewed before each practice (including repeats)
 - Open Disclosure – renewed every 3 years
 - Children First – renewed every 3 years
 - Dignity at work– renewed every 3 years
 - GDPR – completed once
2. 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.
3. 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. Failure to comply will result in a delay or deferral to commencing your practice education subject to placement offers being available.

- 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 LOI

**PRACTICE EDUCATION STUDENT CURRICULUM VITAE**

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

Vaccinations and Dates
Hep B:
BCG/IGRA test:

MMR:

COVID:

Other?

NOTE: Start with the most recent and work back

Skills Development and Training

Date of HSELand 'An Introduction to Children First' certificate:

Date of HSELand 'Cybersecurity Awareness' certificate:

Date of HSELand 'Dignity at Work' certificate:

Date of HSELand 'Open Disclosure' certificate:

Date of HSELand 'GDPR' certificate:

Date of Hand Hygiene Practical:

Date of HSELand 'Hand Hygiene' certificate:

Date of People Moving & Manual Handling certificate:

Date of People Moving & Manual Handling refresher training:

Date of Basic Life Support:

Date of Basic Life Support refresher training:	
Date I read the Trust in Care policy:	
<u>Other professional development</u> <i>(sort by date: start with most recent and work back)</i> <ul style="list-style-type: none"> • <u>????</u> • <u>???</u> 	<u>Date:</u> ? ?

Work History
<u>Practice Education Experience:</u> Year One: [2 weeks] (28 th April – 9 th May 2025). <i>About to embark</i> <u>Year Two:</u> [8 weeks] (insert dates) <u>Year Three:</u> [10 weeks] (insert dates) <u>Year Four:</u> [10 weeks] (insert dates)
<u>Paid Work:</u> <u>Volunteer Work:</u>

Interests
<u>Personal Interests /Leisure Pursuits:</u>

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*

*

*

Specific Professional Interests for this practice:

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*

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Signed: _____**Date:** _____



XX XX XX.

Dear XXXXX (name of your Practice Educator/s)

Thank you for facilitating my first year Occupational Therapy practice education for

XXXXXXX

Please find attached my Curriculum Vitae with personal details and information 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,

XXXXX and I am enthusiastic about spending time with you and your

colleagues in this setting.

I look forward to seeing you on XXX at the appointed time and place.

Kind regards,

Your name in full.

X Year Occupational Therapy Student.

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:	
<p>To ensure the Supervision is effective I commit to cooperate with the above arrangements.</p> <p>Signed: _____ Date: _____</p> <p>Signed: _____ Date: _____</p>	

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: _____

Appendix 5: CBFE



Department of Occupational Therapy

OT3007**YEAR 3****STUDENT CBFE**

Student Name:

Student Number:

Competency Based Fieldwork Evaluation

For Occupational Therapists

Practice Site: _____

Date of Practice: _____

Summary of Competency Results

	Competency	Midway Result	Final Result	
		Red Flag/ Satisfactory	Descriptor (adjective)	%
1	Practice Knowledge			
2	Clinical Reasoning			
3	Facilitating Change With A Practice Process			
4	Professional Interactions and Responsibilities			
5	Communication			
6	Professional Development			
7	Performance Management			

Midway Evaluation	Final Evaluation
<p>Practice Educator: _____</p> <p>PE Signature: _____</p> <p>Student: _____</p> <p>Student Signature: _____</p> <p>This evaluation has been explained to me and I have had the opportunity to discuss the feedback</p> <p>Practice Tutor: _____</p>	<p>Overall Percentage: _____</p> <p>Practice Educator: _____</p> <p>PE Signature: _____</p> <p>Student: _____</p> <p>Student Signature: _____</p> <p>This evaluation has been explained to me and I have had the opportunity to discuss the feedback</p>

PT Signature: _____	Practice Tutor: _____ PT Signature: _____
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Competency Based Fieldwork Evaluation: Stages and Scores

And

National University of Ireland: Percentage Range and Grade Descriptor

Stages		Score	National University of Ireland Marking bands Grade Descriptors		
	3	Transition to Stage 3	0-49%	Fail	Unacceptable
DEVELOPING	4	Satisfactory Stage 3 Competencies	50-54%	Pass	Satisfactory
	5	Good/Very good Stage 3 Competencies	55-59%	2.2	Good
			60 -69%	2.1	Very Good
	6	Advanced Mastery of Stage 3 Competencies	70 -79%	1.1	Excellent
			80-89%	1.1	Exceptional
			90-100%	1.1	Supreme

Assessment Steps:

1. Document Behavioural examples of performance for each competency.
2. Discuss with Practice Tutor
3. Select Grade Descriptor (Adjective) for each competency
4. Select NUI band for each competency
5. Select NUI percentage for each competency
6. Complete page 1 of CBFE

3. FACILITATING CHANGE WITH A PRACTICE PROCESS

- Facilitates and manages change in others
- Establishes a therapeutic relationship
- Practices in a safe manner
- Collaboratively identifies goals
- Advocates and consults
- Practices in a client centred manner
- Based on sound theory and good evidence, appropriately:
 - Assesses needs
 - Reports assessment results
 - Makes referrals and plans intervention that are outcome based
 - Carries out the intervention plan
 - Monitors and modifies the intervention plan
 - Plans and enacts the closing of the intervention
 - Plans discharge and follow up.

Performance Examples and Suggestions for Further Development	
Midway	Final
Red Flag / Satisfactory Progress	Final Percentage:

5. COMMUNICATION

- Fosters open communication
- Listens actively
- Speaks clearly and appropriately
- Listens and speaks respectfully
- Manages conflicts with diplomacy
- Provides explanations and/or education that is at an appropriate level for the client
- Writes clearly and appropriately
- Modifies language for the listener
- Uses nonverbal communication appropriately and effectively

Performance Examples and Suggestions for Further Development	
Midway	Final
<p>Red Flag /Satisfactory Progress</p>	<p>Final Percentage:</p>

- | Performance Examples and Suggestions for Further Development | |
|--|--------------------------|
| Midway | Final |
| <p>Red Flag/ Satisfactory Progress</p> | <p>Final Percentage:</p> |

Mark Bands and Grade Descriptors

**MARKS BANDS FOR THE COLLEGE OF MEDICINE & HEALTH,
AS APPROVED BY ACADEMIC BOARD ON 11TH JULY 2012 & 16TH NOVEMBER 2011
As applied by School of Therapies and School of Nursing & Midwifery, UCC**

The following marks bands apply to all years of all programmes in the School of Therapies and the School of Nursing & Midwifery

	MARKS BANDS
1st CLASS HONOURS	70% and above
2ND CLASS HONOURS (Grade 1)	60% and above but less than 70%
2ND CLASS HONOURS (Grade 2)	55% and above but less than 60%
PASS	50% and above but less than 55%
Pass by Compensation	45% and above but less than 50%

Grade Descriptors for Classification of Primary Degrees adopted by the School of Nursing & Midwifery and School of Therapies		
GRADE	Marks Range %	GRADE DESCRIPTORS
1st CLASS HONS	90-100	<p><u>Supreme</u> performance, engaging profoundly, systematically and comprehensively with question set, brilliantly demonstrating</p> <ul style="list-style-type: none"> a superlative mastery of the subject matter, richly supported by evidence and citation, reflecting deep and broad knowledge and understanding as well as extensive reading an outstanding ability to organise, analyse and express ideas and arguments in an original, sophisticated and discriminating manner an optimal capacity for critical analysis the display of rare penetrative insight, originality and creativity
	80 and above but less than 90	<p><u>Exceptional</u> performance, engaging deeply and systematically with the question set, with consistently impressive demonstration of</p> <ul style="list-style-type: none"> a comprehensive mastery of the subject matter; amply supported by evidence and citation, reflecting deep and broad knowledge and critical insight as well as extensive reading an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis a highly-developed capacity for original, creative and logical thinking;
	70 and above but less than 80	<p><u>Excellent</u> performance, engaging closely and systematically with the question set, with consistently strong evidence of</p> <ul style="list-style-type: none"> a comprehensive mastery of the subject matter, ably supported by evidence and relevant citation excellent ability to organise, analyse and express arguments fluently and lucidly with a high level of critical analysis a highly-developed capacity for original, creative and logical thinking
2nd CLASS HONS (Grade 1)	60 and above but less than 70	<p><u>Very Good</u> performance, engaging substantially with the question set, demonstrating</p> <ul style="list-style-type: none"> strong grasp of the subject matter well supported by evidence and relevant citation well-developed capacity to analyse issues, organise material, very clear and cogent presentation of arguments very good original insights and capacity for creative and logical thinking
2nd CLASS HONS (Grade 2)	55 and above but less than 60	<p><u>Good</u> performance - intellectually competent answer (i.e. factually sound) with evidence of a reasonable familiarity with the relevant literature and techniques</p> <ul style="list-style-type: none"> acceptable grasp of the subject material ideas require greater development and support by evidence and relevant citation writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary omission of parts of the subject in question or the appearance of several minor errors good critical awareness and analytical qualities <ul style="list-style-type: none"> good evidence of capacity for original and logical thinking

PASS	50 and above but less than 55	<p><u>Satisfactory</u> performance – intellectually adequate answer with evidence of some familiarity with the relevant literature and techniques</p> <ul style="list-style-type: none"> • basic grasp of subject matter, but somewhat lacking in focus and structure • main points covered in answer, but lacking detail • some effort to engage, but only a basic understanding of the topic portrayed • some development of argument • limited critical awareness displayed • limited evidence or relevant citation supplied • appearance of several minor errors or one major error • limited evidence of capacity for original and logical thinking
	45 and above but less than 50	<p><u>Unacceptable</u> performance, with</p> <ul style="list-style-type: none"> • limited understanding of question displayed • failure to address the question resulting in a largely incomplete, irrelevant or underdeveloped answer • answer not planned sufficiently or structure left somewhat incomplete for lack of time • a display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in answer • poor analytical skills, with an absence of argument • random and undisciplined development – limited structure • lack of clarity, poor spelling/syntax • material of marginal relevance <p>Predominating <i>See note on 'Pass by Compensation' below</i></p>
FAIL	Less than 45	<p><u>Wholly unacceptable</u> performance, with</p> <ul style="list-style-type: none"> • deficient understanding of the question displayed • complete failure to address the question resulting in an irrelevant answer • inadequate knowledge displayed relative to the question posed • or answer left incomplete for lack of time • very poor analytical skills, with an absence of argument • random and undisciplined development – poorly structured answer • confused expression, poor spelling/syntax • irrelevant material predominating
<p><u>Note on Fail * - 'Pass by Compensation'</u></p> <p>Traditionally, under Marks and Standards, provision has been made for a student failing in one or more subjects in an examination, to pass the examination by compensation, where he/she has double the deficiency of marks available in another subject or in other subjects. It is recommended that provision for 'pass by compensation' be continued, in accordance with such conditions as may be set out in Marks and Standards by Faculties. The application of the provision should be facilitated by the above descriptions with particular reference to the Descriptor for the *Fail (45-49) Marks Band (College of Medicine and Health).</p>		