Policy on Eligibility to Act as UCC Occupational Therapy Practice Educator

(Based on UCC SLT Policy)

All Practice Educators (PEs) must be registered with CORU.

PEs must have at least 1-year clinical experience.

PEs must have attended practice education training.

In line with the recommendations from the Therapy Project Office the following competencies should be evident to enable an Occupational Therapist to act as a Practice Educator:

1. **Education Competencies:**
   Understanding Learning Models
   - Understand individual differences in learning models.
   - Apply knowledge of learning models to student practice education process.
   - Demonstrate familiarity with learning models and an understanding of how one's own learning model interacts with other learning model.

   Understand models of Practice Education

   - Understand a range of models of practice education. E.g. 1:1 model, 1:2 peer learning model, group etc.
   - Show an understanding of teaching styles, such as reflective learning, problem-based learning etc.

   Create a positive learning environment for students

   - Structure the placements to optimise student learning while maintaining a quality service to clients.
   - Use all available resources to promote the student's professional development.

2. **Supervision Competencies:**
   Educate, monitor and mentor students
   - Establish and maintain an effective working relationship with the student.

- Present clear performance expectations initially and throughout the placement appropriate to level of practice.
- Organise initial planned learning, goal setting and be able to re-evaluate in collaboration with the student.

Identify student's competency level, learning goals and supervision needs

- Prepare the student as appropriate for clinical practice.
- Assess and identify each individual student's supervision needs.
- Anticipate and prepare student for challenging situations as appropriate.
- Match student competency levels to direct and indirect clinical demands.

3. **Assessment Evaluation Competencies**
Assess the student fairly
- Use the student assessment tool accurately to measure student's performance based on objective information (e.g. direct observation, discussion with student, review of student's documentation etc.)

Encourage student development and learning

- Involve and encourage the student in self-reflection and self-assessment using formal and informal evaluation sessions.
- Use evaluation processes to counsel students on strengths and opportunities for development.

4. **Professional Practice Competencies**
Develop clinical practice skills of the student
- Establish and maintain an effective working relationship with the student.
- Present clear performance expectations initially and throughout the placement appropriate to level of practice.
- Organise initial planned learning, goal setting and be able to re-evaluate in collaboration with the student.

Facilitate the development of clinical reasoning

- Demonstrate strong clinical reasoning
- Facilitate effective clinical reasoning in students

- Guide students' integration of theory and practice.
- Guide students integration of therapeutic concepts and skills, and encourage reflective practice.

Facilitate documentation skills

- Use documentation format and requirements in accordance with local and professional guidelines.
- Demonstrate an ability to train students in the use of clinical recording processes.

Incorporate legal, ethical and professional issues that influence recording processes

- Implement legal and professional guidelines that influence practice (e.g. confidentiality, role delineation etc.)
- Implement the philosophies, policies, protocols and clinical guidelines of the service provider.

Adhere to professional practice standards and the code of ethics of the professional association

- Deliver service in line with professional standards of practice and in keeping with professional code of ethics.

Maintain own CPD in the area of practice education

- Assume responsibility for and pursue professional development to expand knowledge and skills.
- Attend Practice Educator training as soon as is possible.

Be a model of professional conduct and behaviour

- Demonstrate appropriate professional conduct and behaviour at all times.