

DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY UNIVERSITY COLLEGE CORK

PRACTICE EDUCATION NEWSLETTER

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Issue 7



Department Update:

-Congratulations to our Year 1 student, Mary Fitzgerald, who competed in the 2019 IWAS World Games in the United Arab Emirates. Mary competed in Javelin, Discus and Shot Put winning 3 gold medals. Mary is a Quercus sports scholar and has her sights firmly set on Tokyo 2020!

-We are delighted to announce the expansion of the School of Clinical Therapies which now includes two new post graduate MSC programmes: Physiotherapy recruited 30 students to the programme and Radiography recruited 15 in September 2018. Further information can be found on <https://www.ucc.ie/en/clinical-therapies/>

-ARC Placement Software- The School is pleased to announce the purchase of a new software programme that will allow us to streamline processes and reduce paper consumption.

-E-Garda Vetting – Upon registering for the course, all students are garda vetted. 'E'-vetting has made the process more efficient as the turnaround time is much quicker. The UCC Admissions office takes responsibility for collating student data and liaises with the National Vetting Bureau.

Practice Education Team:

Acting Director of Practice Education – Aoife Hunter.
Practice Education Administrator – Eimear Keohane

Practice Tutors:

Shelley Mack – Cork Mental Health Services
John Hastings – Cork/West Cork/Kerry
Aisling Stack – Cork Acute Services
Ciara O'Neill – Cork North & South Lee
AnneMarie Norris – Waterford/Dungarvan

Planning Ahead - Upcoming Student Placement Dates:

We would very much welcome offers to facilitate students for Practice
We will be requiring four summer placements from mid-June to end of August 2019.

4th Year students, from 30th September - 6th December 2019 (10 weeks)

3rd Year students, from 6th January – 13th March 2020 (10 weeks)

Require practice in adult & older adult setting

2nd Year students, from 6th April – 29th May 2020 (8 weeks)

Require practice in in Paediatric /young person's settings

1st Year students, from 20th April – 1st May 2020 (2 weeks)

We welcome offers from any area of practice, ideally in pairs.

Many thanks to those of you who facilitated students in the past year and for your ongoing commitment to the development of the profession.

DEVELOPMENTS IN PRACTICE EDUCATION

Practice Education Conference RCSI, July 2018

The National Health and Social Care Professions Office provided funding for a conference in practice education in July 2018 at the Royal College of Surgeons. This was well attended with over 100 delegates. The Practice Education Co-ordinators, spearheaded by Aoife Hunter, in UCC presented a poster at this event. This was a huge success and many thanks to those who attended and contributed.

INMED conference NUIG, Feb 6th – 8th 2019

This conference aimed to improve the quality of health professions education on the island of Ireland through the promotion of faculty development and excellence in teaching & research. This year the conference theme was [Health Professions Education: Developing the Whole Person](#). UCC had a significant representation at this with the Practice Coordinators for all therapy disciplines attending. Aoife Hunter - Practice Education Coordinator of the UCC OT Programme presented on inter-professional education; a collaborative approach. The next INMED conference will take place in February 2020 in Trinity College, Dublin.



'Working with Students' Workshop

The School of Clinical Therapies hosted a multidisciplinary 'Working with Students' workshop day. This took a collaborative approach with parallel sessions hosted to include all therapy disciplines inclusive of Audiology, Occupational Therapy, Speech and Language Therapy and Physiotherapy. The workshop is designed for clinicians to support their role as educators to students on practice. The content is based on Ann Parker techniques for non-didactic teaching. 47 clinicians attended. Further workshops will be offered in Autumn.

Learning Review Process

Over the past year a more streamlined process has been adopted for the Learning Reviews which take place for every student after every practice. This is a three-way meeting between the practice education coordinator, practice tutor and student and improvement has been made to create a more student centred approach with the discussion being led by the tutor. An additional change to the learning review process has just been made for the returning Year 1 students to reflect the shorter practice and stage of development. The Learning Reviews are designed to get the students to reflect on and consolidate the practice experience as well as thinking ahead towards their future practice or after graduation.

Inside this issue:

- School of Clinical Therapies update
- INMED Conference
- Book: OT for children & adolescents.

RESOURCES & TOOLS

Quick Reference Dictionary for Occupational Therapy (6th Edition; 2014) by Karen Jacobs and Laela Simon. The dictionary provides a quick reference to words, their definitions, and important resources used for daily practice & academic training. Some of the 70 appendices include: useful apps for occupational therapy; evidence based practice; energy conservation techniques; stages of Alzheimer's disease; nutrition; safe patient handling & movement; grip development & stages of writing. This valuable tool can be used by students in completing practice, new practitioners starting out as well as a handy reference for seasoned practitioners.

BEING AN EDUCATOR

After completing my undergraduate degree and post-graduation, I started my career as a Lecturer in India teaching a group of 20-25 students. After 3 years of working as a lecturer, I moved to Ireland and have worked for the past 12 years as a Senior Paediatric Occupational Therapist in Primary Care, South Lee Cork. Working with families from different backgrounds, children with a variety of presenting concerns and other MDT professionals has helped me develop not just as a clinician but as a better human being. Our service offers varied interventions including individual sessions, group programs, consultations and educational sessions. When I learnt that there was an opportunity to take students on placement within this service, I felt excited due to my passion for teaching. However, I soon realised that being an educator to students on practice is a challenging teaching role but is a fulfilling experience. Each student is so individual. As an educator I have been able to assist the students on their journey by reliving my own. The student's enthusiasm has constantly inspired me to take risks and try something different while rigorously deepening our learning together. The Practice Education Team in UCC have been supportive and have a focus on ensuring that best quality reflective practices are encouraged throughout. I feel very proud to say that I am being able to contribute to the shaping of Occupational Therapy's future in Ireland by facilitating student placements.

Sarika Kaushik, Senior Paediatric Occupational Therapist, South Lee, Cork.

SHARE WHAT IS HAPPENING IN YOUR AREA

The Demonstration Project on In-School and Early Years Therapy Support is focused on developing and implementing a multi-tiered therapy support model. The Demonstration Project has been developed by the Department of Education and Skills, Department of Health and Department of Children and Youth affairs. This initiative involves Occupational Therapists and Speech and Language Therapists supporting 75 schools and 75 Early Years settings for the 2018/2019 ECCE/school year. The Demonstration Project is taking place in HSE Community Healthcare Dublin South, Kildare and West Wicklow (CHO7).

The Project aims to: 1) develop and evaluate a multi-tiered therapy support model which aims to build capacity and inclusion in educational settings 2) support learning, engagement and participation of all children by facilitating access to all aspects of the curriculum 3) complement existing HSE funded therapy services through collaboration between project therapists, early years' practitioners, teachers and families to bring about better outcomes for children.

Interventions and supports are being provided across a multi-tiered continuum of support. By adopting this approach, the Demonstration Project aims to ensure that support will be provided universally to all children, with increasingly intensive support being added for children whose needs have not been met through whole service interventions and require a more targeted approach.

The Project is being formally evaluated by an independent research team to assess its effectiveness and identify any potential improvements to the model of delivery.

Elizabeth Kennedy, Bsc. OT, In-School and Early Years Occupational Therapist, HSE - CHO7.

RECOMMENDED READING

JOURNAL ARTICLE:

[Changes in the emotional intelligence of occupational therapy students during practice education: A longitudinal study.](#)

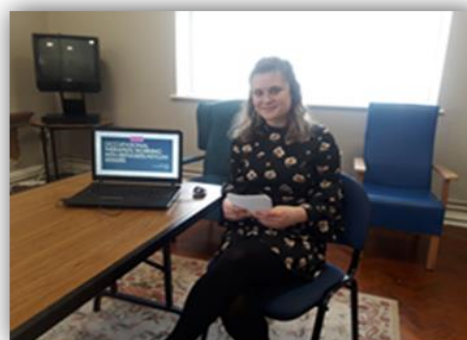
By Nigel Gribble, Richard K Ladyshevsky and Richard Parsons. British Journal of Occupational Therapy 2018, Vol. 81(7) 413 – 422

BOOK:

[Occupational therapy for children and adolescents \(7th Ed\).](#) By Jane Case-Smith, & Jane Clifford O'Brien (2017). St. Louis, MS: Elsevier



Year 3 student, Eimear Kelly, presenting the requisite end of practice case study.



Year 3 student, Fiona Weiss, presenting to South Lee Mental Health team on the role of OT with Asylum seekers while on practice.