**CPD@RCOT Reflective scenario**

**Providing practice education as a Therapy Service Manager**

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| Your name: Click or tap here to enter text.Date: Click or tap here to enter text. |

**About this learning resource**

This Reflective Scenario is designed to help you consider how you might support practice-based learning as a Therapy Service Manager. For those working in practice management roles, supporting learners may feel challenging. This scenario will help you to clarify your thoughts, deepen your understanding and support you to plan what actions and further learning you may want to take to provide practice education in your role.

This resourcesupports the Facilitation of Learning Pillar of the RCOT [Career Development Framework](https://www.rcot.co.uk/publications/career-development-framework). It is designed for occupational therapy personnel at Career Levels 6 to 9.

You can use this resource in different ways. You can complete it on your own. You may want to make use of it as part of your supervision or in a group setting. You can also adopt a blended learning approach. This means you first complete the reflection on your own, and then meet with a group to share each other’s outcomes, enriching your learning experiences.

As you work through the Reflective Scenario, keep in mind that there are no right or wrong answers. The aim of this learning resource is to support you to reflect, learn and apply your learning within your own professional context. That is why there are no answers provided. Don’t rush through – you do not need to get through the resource at one sitting. You might want to return to some sections several times before going on to the next. There is no set time this should take you to complete.

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**The CPD@RCOT Reflective Scenario resource is based on materials developed by the Royal College of Speech and Language Therapists. We are grateful to them for sharing with us.**

**Scenario: Providing practice education as a Therapy Service Manager**

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| You are an occupational therapist working as Therapy Service Manager in a local health and social care service. The Occupational Therapy teaching team at your local university would like to expand their portfolio of student education opportunities by developing non-clinical placements, including those that focus on leadership and management. You are keen to get involved and you wonder whether you could offer students a chance to work alongside you. You ask yourself: ‘how can I provide practice education to students as a Therapy Service Manager?’ |

**Initial thoughts**

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| Capture your initial thoughts on this scenario. What is your first reaction? Do you have ideas about what you should do? Remember, there are no right or wrong answers, just record what occurs to you. |
| Click or tap here to enter text. |

**Reflective questions**

Consider the following questions and record your answers. If you are working through this on paper, add as many extra sheets as you need. You might want to come back to these questions more than once before going on to the next stage. References with information that might help you to answer the questions are listed at the end of this Scenario. Remember that the list is not exhaustive.

1. How might you identify what it is about your role that creates learning opportunities for occupational therapy students?
2. When designing this placement, what are the most important things you need to consider?
3. What additional knowledge or skills may you need to develop so you can support practice education within Therapy Service management? Refer to the Facilitation of Learning Pillar in the [Career Development Framework](http://www.rcot.co.uk/cpd-rcot).
4. How might you ensure that you are able to work with your local HEI to meet the learning outcomes of their placement module(s) (RCOT, 2019: 38-44)?
5. What challenges are you likely to face if you agree to take on a student? For example, how will you manage confidentiality and sensitive information?
6. How might you go about resolving these challenges?
7. What policies and procedures should be in place?
8. Could an alternative to the traditional 1:1 practice education model be of value, for example supervising two students who also mentor each other (Burgess et al., 2020)?
9. How will you encourage your students to record their learning?
10. As a new practice education opportunity, who else might be involved to support you, the student(s) and the logistics? (e.g., mentorship, support groups, interprofessional opportunities).

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| My answers |
| Click or tap here to enter text. |

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**Revisiting your initial thoughts**

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| Now look at your initial response in relation to your answers to the reflective questions. What gaps have you identified? Have your thoughts changed on what you feel are the priorities? What have you learned through reflection about your practice? You will have a chance to record a scenario action plan on the following page. |
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**Action planning**

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| If you were involved in such a scenario, what would you do? |
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**Plan your learning**

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| As a result of your reflection, have you identified any knowledge gaps? How will you go on to develop your knowledge and skills? When will you do it? What support will you need?See pages 10 - 11 for suggestions on further information and support. |
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**Further thoughts and actions**

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| Use this page if you have further thoughts or to take discussion notes. |
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**Reflective scenario: Providing practice education as a Therapy Service Manager**

**Recommended: Review your learning**

Set a date when you will come back to this resource and think about the impact it has had on your practice. Set enough time to allow you to engage in any further learning you have identified that you want to take, and to give you time to apply your reflections into your practice. When completed, you may wish to store this page in your CPD Portfolio.

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| Date I will review my learning: |
| Click or tap here to enter text. |

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| Further learning I have engaged in to deepen my skills and knowledge on this professional topic: |
| Click or tap here to enter text. |

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| Situations and ways in which I have applied my learning in practice: |
| Click or tap here to enter text. |

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Feedback

**Found broken links? Let us know and we’ll fix them: prof.dev@rcot.co.uk**

Your views are important to us! Please send us your feedback about this Reflective Scenario so that we can make improvements for future participants. Or, tell us this resource worked well for you! Get in touch in any of the following ways -

* Click to fill out our [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=7-ghQ1rN2Eadr3VQBbQNOS0NYIramYdIkgmDOs0DjRVUMTRIMVZQMzE3VU1YNjROMDc5UTBRSEdOUy4u)

* Find the feedback form at <https://bit.ly/3yC3e26>

* Get to the feedback form through the QR Code.
* Email your suggestions, or any problems you encountered, to Prof.Dev@rcot.co.uk.

Further information and support

**FURTHER INFORMATION**

Alter KE, Sharp J (2019) Reported restorative experiences associated with everyday activities among university students, *British Journal of Occupational Therapy, 82(10),* 630–638.

Beveridge J, Pentland D (2020) A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy, 83(8),* 488–513.
doi: <https://doi.org/10.1177/0308022620904325>

Broughton W, Harris G eds (2019) *Principles for continuing professional development and lifelong learning in health and social care,* The Interprofessional CPD and Lifelong Learning UK Working Group. Bridgwater: College of Paramedics. Available at: <https://www.unison.org.uk/content/uploads/2019/01/14.12.18_CPD_Principles_FINAL_Jan_2019-1.pdf> Accessed on 29.06.21

Burgess, A, van Diggele C, Roberts C, Mellis C (2020) Planning peer assisted learning (PAL) activities in clinical schools BMC Medical Education 20(Supp. 2), 453-459. https://doi.org/10.1186/s12909-020-02289-w

College of Occupational Therapists (2015b) *Supervision: guidance for occupational therapists and their managers*, London: COT.
Available through the RCOT website at: <https://www.rcot.co.uk/node/3916> Accessed on 28.06.21

Grant, T (2021) *Occupational therapy placements. A pocket guide* [ebook]. London: Lantern Publishing. Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

Hearle D, Lawson S (2020)*A strategic guide to continuing professional development for health and care professionals: the TRAMm model,* 2nd ed. [ebook] Keswick: M & K Publishing.
Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

Ladyshewski, RK, Sanderson, B (2021) Peer coaching and health science practicums: Best practices of experienced clinical educators International Journal of Evidence Based Coaching and Mentoring, 19(1), 44-60 https://doi.org/10.24384/9w4f-wx91

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Polglase T, Treseder R (2012) *The Occupational Therapy Handbook - Practice Education*. Keswick. M & K Publishing.

Royal College of Occupational Therapists (2020) *Learning and development standards for pre-registration education*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/node/2311> Accessed on 27.06.21.

Royal College of Occupational Therapists (2021a) *Career Development Framework*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/career-development-framework> Accessed on 28.06.21

Royal College of Occupational Therapists (2021b) *Professional standards for occupational therapy practice, conduct and ethics*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics> Accessed on 28.06.21

Turpin, MJ, Iwama, MK (2011) *Using occupational therapy models in practice: A fieldguide*. [e-book] Churchill Livingstone Elsevier. Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

**SOURCES OF SUPPORT**

Link up with your local education provider: When establishing a new practice-based learning opportunity, RCOT encourages you to make links with your local occupational therapy university. The [RCOT Career Handbook](https://www.rcot.co.uk/about-occupational-therapy/become-an-occupational-therapist/uk-courses) provides the list of current occupational therapy providers within the UK. If you are unsure which this is, please do contact QA@rcot.co.uk and we will be able to put you in touch. You will be supported by the university to understand the learning needs of their pre-registration students and apprentices, and how your opportunity can meet degree requirements.

Health Education England E-Learning Hub: [Educator Training Resources](https://portal.e-lfh.org.uk/Catalogue/Index?HierarchyId=0_36974&programmeId=36974)

NB: some resources on this site are open access for all and others require registration

NHS Education for Scotland: [Facilitation of Learning](https://www.nes.scot.nhs.uk/our-work/ahp-practice-education/)

NHS Leadership Academy, Healthcare leadership model self-assessment tool. Available at: <https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool/> Accessed on 1.04.21

NHS Leadership Academy, *The nine leadership dimensions.* NHS Leadership Academy. Available at: <https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/> Accessed on 1.04.21

These well-regarded free courses are hosted by FutureLearn and produced by UK universities:

[Clinical Supervision: Assessing and Providing Feedback](https://www.futurelearn.com/courses/clinical-supervision-assessment-feedback)

[Clinical Supervision: Planning your Professional Development](https://www.futurelearn.com/courses/clinical-supervision-professional-development)

[Clinical Supervision: Teaching and Facilitating Learning](https://www.futurelearn.com/courses/clinical-supervision-teaching-facilitating)

[Developing Expert Educators for Healthcare Professions](https://www.futurelearn.com/courses/from-philosophy-to-practice)

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