**CPD@RCOT Reflective scenario**

**Considering a practice-based learning offer within your social enterprise**

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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 whether practice-based learning will work for you in your social enterprise, through a structured reflective process. It 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.

This resourcesupports the Facilitation of Learning Pillar of the RCOT [Career Development Framework](http://www.rcot.co.uk/cpd-rcot). It is designed for occupational therapy personnel at Career Levels 5 to 9. Personnel at other Career Levels who wish to reflect on the topic may also find it helpful.

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.

Developed with:

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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

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| You work within a social enterprise as an occupational therapist or you employ an occupational therapist. The occupational therapy role is non-traditional and/or highly specialist. You see the benefits of practice-based learning to enhance your social enterprise scope of practice. However, you are concerned about the level of support that pre-registration learners would need to understand your role and contribute to your practice. |

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. Refer to the resources listed on pages 9-10 if you need to. 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. Remember that the list is not exhaustive.

1. How would you classify the different aspects of your role in terms of -

(a) their ‘fit’ with traditional occupational therapy

(b) their level of specialism?

1. Which of these aspects do you think could involve pre-registration learners?
2. Could learners undertake any projects that would enhance or expand the work of your social enterprise?
3. How would these aspects or projects enable learners to meet their placement learning outcomes? If you are unsure, how could you find out?
4. How much time do you anticipate these activities will take? Is the time sufficient to satisfy practice-based learning hours?
5. To undertake the activities you have identified as suitable for learners, what knowledge (including an understanding of occupational therapy theory, policy, company background and client group) and skills would learners need, and how could these be developed?
6. What benefits are there for you, your organisation and your service users? Do the benefits outweigh the disadvantages?
7. How might service users provide feedback on their perspectives of learner contributions and drawbacks?
8. Are there any actions that you need to take to protect the reputation of your social enterprise, and to safeguard yourself, your stakeholders and learners?
9. Do you know other social enterprises that support practice placements? What questions could you ask them to find out whether this might work for you?
10. Is there any additional information you need before making the decision to support a practice placement? Where could you source this information from?
11. If you choose to trial a practice placement, what support might you need for the first time? Where could you access this support?

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

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 9-10 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: Considering a practice-based learning offer within your social enterprise**

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 that I am reviewing 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. |

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 -

* Qr code

  Description automatically generatedClick 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](mailto:Prof.Dev@rcot.co.uk).

Further information and support

**FURTHER INFORMATION**

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](https://doi.org/10.1177%2F0308022620904325)

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

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>

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

Sakellariou D, Pollard N (2017) *Occupational therapies without borders: integrating justice with practice*. [e-book] 2nd ed. Edinburgh: Elsevier Health Sciences. Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/e-books> Accessed on 27.07.21.

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>

Waldron, D, Abdulle, S, Dhillon P, Eracleous, P, Halim, A, King, C, Mohamed SN (2021) Reflections on a blended practice placement *OTnews* 29(5), 22-24. Available through the RCOT website at: <https://viewer.joomag.com/otnews-may-2021/0125153001620747392?short&> Accessed on 27.07.21.

**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](mailto: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/)

Royal College of Occupational Therapists, Reflective Scenario: Considering a multi-learner model for practice-based learning. Available through the RCOT website at: <https://www.rcot.co.uk/cpd-rcot>

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)