

# OCCUPATIONAL THERAPY PRACTICE-BASED LEARNING 2 (Level 5) ASSESSMENT

Student Name:	
Student ID:	
Final Grade (indicate overall mark PASS or FAIL):	
<b>Total Hours Completed:</b> (Includes study time, but not lunch breaks or Bank Holidays)	

The completed assessment booklet MUST be submitted by the student to the relevant module Blackboard site AND by the educator to otpblsubmission@shu.ac.uk

This assessment paperwork was developed in partnership with practice educators and students at Sheffield Hallam University.

Thank you to them all for their contributions.

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PRACTICE-BASED LEARNING DETAILS		
Student Name		
Practice Educator		
Client Group		
Practice-Based Learning Provider		
Address		
Telephone Number		
Academic Advisor		
Dates of Practice-Based Learning		

# ADDITIONAL CONTACTS/SUPPORT

Administrative Support		
ahpplacements@shu.ac.uk		
0114 225 5013		
Sarah Lacey	Katherine Garvey	Louise Tarry
Practice-Based Learning Lead and	BSc Practice-Based Learning	Quality Assurance Coordinator
MSc Practice-Based Learning	Coordinator	<pre>l.tarry@shu.ac.uk</pre>
Coordinator	k.garvey@shu.ac.uk	
s.lacey@shu.ac.uk		

#### PRACTICE-BASED LEARNING ATTENDANCE AND ABSENCE

You are expected to attend 100% of your allocated practice-based learning.

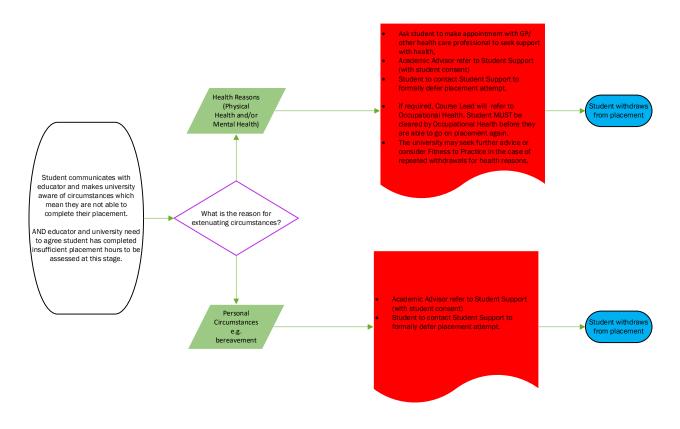
If you are absent from practice-based learning you should report it directly to the university using this form AND telephone your Practice Educator. It is essential that sickness/absence is recorded.

Further details about attendance and absence are on the <u>SHU Occupational Therapy Practice-Based Learning</u> Website.

Please see the Extenuating circumstances policy below.

#### Sheffield Hallam University

#### Occupational Therapy Extenuating Circumstances Policy



Updated August 2023 Sarah Lacey

#### **MODULE AIM**

The aim of this module is for you to give you an opportunity to apply and evaluate assessment, decision making, and interventions across the four pillars of practice, with support of a practice educator.

This module aims to give you the opportunity to articulate your practice-based reasoning based on previous learning and theoretical knowledge, learning to use supervision as a forum for reflection and analysis of your practice.

By the end of the module, you will be able to:

- 1. Participate in and demonstrate abilities in assessment, decision making, and interventions in area of practice, developing independence and practice –based reasoning, with support from practice educator.
- 2. Demonstrate interpersonal skills, including a range of communication skills and an ability to work with others, with support from practice educator.
- 3. Demonstrate professional behaviour and safe practice, organisational skills, evaluating own learning needs using reflective practice, and developing plans for learning with support from practice educator.

#### PRACTICE-BASED LEARNING RELATONSHIP TO ACADEMIC MODULES

Learning

Practice-Based

These are the modules that students engage in at level 5. This gives educators a broad idea of the content that is covered in the second year of the Occupational Therapy course

# Therapy **Occupational**

Reasoning in

Clinical

#### The aim of this module if to develop an understanding of clinical reasoning and its application throughout the Occupational Therapy process. Students will analyse how theory, evidence and person-centred care affect clinical reasoning. They will build on professional knowledge and skills gained at level 4 ready for Practice Based Learning 2. **Broad content:**

- Clinical reasoning
- Applied Occupational Therapy Process, theory and practice models.
- Understanding common pathways for people with whom Occupational Therapists work
- Skills to critically evaluate practice and evidence that supports it.
- Building therapeutic use of self and non-discriminatory practice
- · Lifelong learning skills for improving practice and personal development.
- Professional skills for practice
- Current practical and therapeutic skills
- · Disability narratives.

# 7 Practice-Based Learning

# Complexity **Addressing** and Assessing

#### This is an interprofessional learning module.

Working collaboratively, with peers from other professions, students will assess, plan and evaluate interventions designed to address the challenges of complex health and social care situations for individuals, groups and communities.

#### **Broad content:**

- Drivers for integrated and person-centred health and social care
- Occupational Therapy knowledge, skills and values within an inter-professional team working across multiple services.
- · Shared ethical decision-making.
- · Risk management and safeguarding.
- The realities of living with long term conditions and multi-morbidities
- · Ethical and legal aspects (e.g. Mental capacity, best interest assessment, Equality Act and Reasonable adjustments)
- Personal resilience in professional practice Advanced communication skills, breaking
- bad news, difficult conversations
- · Interpersonal and systemic discrimination in health and social care (Equality Act protected characteristics)
- Inclusive language and terminology including challenging microaggressions.
- Cultural competence vs Cultural humility
- Technology enabled care and digitalisation within integrated care system

# Practice **Therapy** Occupational

Expanding

Students will build and develop understanding of occupational therapy in a range of specialist and innovative areas.

They will demonstrate a wide professional lens and critically consider a range of factors eg physical, environmental, social, cultural, political which can impact upon occupational performance and demonstrate a service user centred practice.

#### **Broad content:**

- A range of settings in which you find occupational therapists.
- A range of therapeutic interventions
- Groupwork interventions.
- · Clinical reasoning and theoretical models
- Outcome measures in practice
- · Technological innovations
- Inclusive design including environmental adaptations.
- · Recovery through activity
- Managing persistent health conditions
- A range of mental health areas, including trauma informed practice.
- Contemporary practice areas eg primary care and case management. Expanding
- Public health agenda and health promotion and lifestyle management
- Positive risk taking
- · Working with and sustaining diverse communities
- · Social approach within occupational therapy

# Practice Enquiry and Evidence

Students wil participate in an introduction to research and enquiry design and methods.

They will be challenged to critically apply these to an area of investigation, considering factors that impact on literature appraisal and the research process. This module will prepare students to undertake and manage an investigation as a professional practitioner.

#### Broad content:

- What makes a good question.
- · Research design, types of evidence, suitability of methods
- Co-production Patient and **Public Involvement**
- Inclusive perspectives of research
- · Data collection methods, strengths and weaknesses
- Analysis, techniques
- Usefulness/impact and implications for practice
- Ethics and governance
- Sample of existing appraisal tools
- · Reviewing the literature -Accessing and critically appraising evidence, literature

### MANDATORY TRAINING REQUIREMENTS

Before a student can be cleared for practice-based learning they must attend and complete mandatory training. Details of this can be found on the <u>Occupational Therapy Practice-Based Learning website</u>. This includes:

Method of Training	Modules Completed	Minimum Frequency
E-Learning	Data Security Awareness Level 1	Yearly
	Fire Safety Level 1	1 <sup>st</sup> year and 3 <sup>rd</sup> year
	Equality, Diversity and Human Rights Level 1	1 <sup>st</sup> year
	Prevent Radicalisation – Basic PREVENT Awareness	1 <sup>st</sup> year
	Conflict Resolution Level 1	1 <sup>st</sup> year
	Health, Safety and Welfare Level 1	1 <sup>st</sup> year
	Infection Prevention and Control Levels 1 and 2	1 <sup>st</sup> year (Level 1), 2 <sup>nd</sup> year (Level 2)
	Resuscitation Levels 1 and 2	1 <sup>st</sup> year (Level 1), 2 <sup>nd</sup> year (Level 2)
	Moving and Handling Level 1	1 <sup>st</sup> year
	Safeguarding Adults Levels 1 and 2	1 <sup>st</sup> year (Level 1), 2 <sup>nd</sup> year (Level 2)
	Safeguarding Children Levels 1 and 2	1 <sup>st</sup> year (Level 1), 2 <sup>nd</sup> year (Level 2)
Practical Training	Basic Life Support	Yearly
	Manual Handling Students are given a certificate with full details of training contents they can share on request	Every 18 months

### STUDENT PREPARATION FOR PRACTICE-BASED LEARNING

Before you start your practice-based learning please complete the following:

Strengths you and your Practice Educator identified from previous practice-based learning.	
What did you enjoy?	
Areas for	
development/improvement you	
and your Practice Educator identified from previous practice-	
based learning.	
What did you find difficult?	
Learning objective ideas for this	
practice-based learning experience.	
Learning needs and reasonable	
adjustments considered and	
discussed with university (if required).	
These will need to be negotiated and agreed between Student and	
Practice Educator prior to	
practice-based learning or as early as possible.	

# STUDENT INDUCTION

	Date	Student signature
Orientation to team and workplace		
Named person to go to with difficulties.		
Relevant emergency numbers and procedures		
Policies and procedures including:  - Incident reporting - Health and safety - Manual handling - Infection control - IT use - Fire - Bullying and harassment - Equal opportunities		
Expectations of professionalism in this setting e.g., use of mobile phones, dress code.  Contact details for university and name of Academic Advisor provided to Practice Educator.		

	CE-BASED LEARNING AGREEMENT	
Name of Student	Name of Practice Educator	
Name of	Dates of Practice-	
Academic Advisor	Based Learning	
Practice-Based	Practice-Based	
Learning Setting	Learning Hours	
There are factors		
that that might		
impact on my		
practice-based		
learning.		
E.g., learning needs,		
family/social		
circumstances, at		
risk of discrimination		
linked to protected		
characteristics,		
previous experiences		
which may be		
relevant in this		
setting e.g.		
bereavement.		
I need this support		
and/or these		
adjustments:		
Please detail who		
will be responsible		
for these.		
Date agreed:		
Student signature:		
Educator signature:		

#### PRACTICE-BASED LEARNING OBJECTIVES

These should be completed by the student at the start of practice-based learning and negotiated with the Practice Educator. It may be necessary to set further learning objectives as the practice-based learning experience progresses, particularly after the half-way report.

SMART learning objectives	Resources Required	Date Set	Evidence provided by	Date Met
Please refer to assessment	e.g., reading, shadowing		student to demonstrate	
criteria and aim to set objectives	opportunity, appropriate service		learning objective has	
around professional conduct AND	user		been met	
professional practice			been met	
Date signed off:		1	1	
3				
Student signature:				
Jeadent Jignature.				
Education stands				
Educator signature:				

Goals and actions from last week:	
Reflection: You may want to reflect on a FEELING you had in your first week e.g., nervousness.	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing: Prompt – Please consider discussing learning needs and reasonable adjustments required if not already disclosed.	
Goals and actions for next week: Aim for these to link to overall learning objectives	
Date:	
Student signature:	
Educator signature:	

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Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	_
case discussion (if applicable).	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: Aim for these to link to overall learning objectives	
Date:	
Student signature:	
Educator signature:	

Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week:	
Aim for these to link to overall learning objectives	
Date:	
Student signature:	
Educator signature:	

To be dompleted	and signed by student, and termed by tractice Educate.
Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: Aim for these to link to overall learning objectives	
Date:	
Student signature:	
Educator signature:	

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Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: Aim for these to link to overall learning objectives	
Date:	
Student signature:	
Educator signature:	

To be completed	and signed by student, and vermed by Fractice Educator
Goals and actions from last week:	
Reflection:	
Case discussion (if applicable):	
Feedback:	
Outcomes of reading/research:	
Student health and wellbeing:	
Goals and actions for next week: Aim for these to link to overall learning objectives	
Date:	
Student signature:	
Educator signature:	

# **ASSESSMENT**

#### **DEFINITIONS OF TERMS**

Practice Educators please use these definitions to aid your understanding of the pass criteria.

Not met	Requires continual support or prompting for tasks, is unable to respond to constructive criticism, is unable to generalise knowledge across contexts, and does not demonstrate safe practice or professional conduct.  N.B Working at this level results in a fail grade for any practice-based learning experience. See 'Areas of Concern' policy, and ensure the university are involved.
First practice-based learning experience - 1st year BSc - LEVEL 4	Awareness of and able to implement with <b>DIRECT SUPPORT AND EXPLICIT INSTRUCTIONS</b> e.g., is aware of different communication styles and can address these when educator gives clear instruction of changes required.  Able to evaluate own performance through direct feedback and questioning. Uses role modelling from Practice Educator to practice skills.  When given support, can exhibit safe practice.  KEY WORDS: basic knowledge and comprehension of, observe, identify, demonstrate, understand, and discuss aspects of practice-based learning experience.
Second and third practice- based learning experiences - 2nd year BSc - LEVEL 5	Demonstrates working knowledge and skill, and can implement with <b>GUIDANCE</b> , and with minimal/indirect support (e.g., questioning in supervision).  Reflects on own practice with some assistance and seeks out support to fill gaps in knowledge and experience. Practice Educator monitors the student for areas they may need support, and offering this as they or student feels necessary.  Can apply what is learned from one setting to another through discussion. Needs periodic prompting or support, and with this guidance can demonstrate safe practice.  KEY WORDS: discuss, evaluate, clinical reasoning, develop and maintain, apply, summarise aspects of practice-based learning experience.
Final practice-based learning experience - 3rd year BSc - LEVEL 6	Student is applying and implementing learning INDEPENDENTLY and needs very little prompting (dependant on practice area).  Student demonstrates safe practice and requests guidance and support appropriately.  Student is aware of their own strengths and areas for development and works safely within this. Actively looks for learning opportunities.  Able to apply prior knowledge to new circumstances.  Questions and develops practice via reflection, combining information from different sources to synthesise and evidence their learning.  Consistently demonstrates the capacity to work safely and independently within the practice area.  KEY WORDS: Assess and manage, competence, synthesise, determine appropriate actions through clinical reasoning, monitor and review, evaluate and critically analyse aspects of practice-based learning experience.

#### HALF-WAY (FORMATIVE) ASSESSMENT

For further detail please refer to HCPC Standards of Proficiency and the final assessment marking criteria.

A **WORKING TOWARDS** A **PASS** grade should be awarded if a student is achieving or working towards achieving the module learning outcomes and is performing well in all areas. If they have not had opportunity to demonstrate a skill, due to the practice-based learning setting, they should not be penalised for this.

A **REQUIRES IMPROVEMENT** grade should be awarded if a student is achieving or working towards achieving most module learning outcomes, and is performing well in most areas, but there are concerns related to a specific competency. Please follow the Areas of Concern Policy and contact the University for support if required.

A **CURRENTLY FAILING** grade should be awarded if a student is unable to achieve the module learning outcomes, because of unsatisfactory performance, with significant weaknesses in one or more areas. Please follow the Areas of Concern Policy and contact the University for support.

Comments must be written to support the grading of performance.

1			
	WORKING TOWARDS A PASS	REQUIRES IMPROVEMENT	CURRENTLY FAILING
Professional Conduct			
Professional Practice			
Practice Educator Feedback  – Student's Strengths:			
Aim to identity at least three strengths			
Practice Educator Feedback  – Student's Areas for Development:			
Aim to identity at least three areas for development			
Practice Educator General Comments:			
Student Comments:			
Action Plan for Second Half of Practice-Based Learning Experience			
Date:			
Student signature:			
Educator signature:			

#### FINAL (SUMMATIVE) ASSESSMENT

For further detail please refer to HCPC Standards of Proficiency

A PASS grade should be awarded if a student has achieved the learning outcomes and has consistently performed well in all areas. If they have not had opportunity to demonstrate a skill, due to the practice-based learning setting, they should not be penalised for this. Please indicate clearly if the student has <u>exceeded expectations</u> and worked above the pass criteria.

A FAIL grade should be awarded if a student is unable to achieve the module learning outcomes, because of unsatisfactory performance, with significant weaknesses in one or more areas. A FAIL in any section of the final report will constitute an overall failure of the practice-based learning experience. The university must have been involved and should be present for any fail at final report.

Failure of the practice-based learning experience means that it will have to be repeated and the student will be assessed again against the same criteria. A second failure will require the student to withdraw from the programme.

Comments must be written to support the PASS/FAIL grading of performance.

# PROFESSIONAL CONDUCT – FINAL REPORT



		Knowledge Applied
22275.25	PASS	FAIL
SCOPE OF PRACTICE	Understands own scope of practice with indirect support and/or guidance, and practices safely within this, including ability to manage own workload and resources effectively. With support recognises gaps in own skills and knowledge and proactively seeks development opportunities.	Needs direct support and/or explicit instructions to understand own scope of practice and to practice safely within this, and/or to manage own workload and resources effectively appropriate to the practice-based learning setting. direct support and/or explicit instructions to recognise gaps in own skills and knowledge and/or to seek development opportunities.
LEGAL AND ETHICAL BOUNDARIES	Ensures professional suitability through high standards of conduct with indirect support and/or guidance.	Needs direct support and/or explicit instructions to ensure professional suitability and high standards of conduct.
HEALTH AND WELLBEING	Applies and implements health and wellbeing strategies to maintain high standard of fitness to practice with indirect support and/or guidance.	Needs direct support and/or explicit instructions to maintain own health and wellbeing and/or to implement strategies to maintain high standard of fitness to practice.
CULTURE, EQUALITY AND DIVERSITY	Recognises the impact of culture, equality, and diversity on practice, and practices in a non-discriminatory and inclusive manner with indirect support and/or guidance.	Needs direct support and/or explicit instructions to recognise the impact of culture, equality, and diversity on practice, and does not consistently practice in a non-discriminatory and inclusive manner.
CONFIDENTIALITY	Applies and implements confidentiality with indirect support and/or guidance. May need direct support to understand when disclosure may be required, and the principles of data governance.	Needs direct support and/or explicit instructions to maintain confidentiality and implement the principles of data governance.
RECORD KEEPING	Maintains clear, and accurate records with indirect support and/or guidance and maintains records in accordance with legislation and guidelines.	Needs direct support and/or explicit instructions to keep full, clear, and accurate records and/or to maintain records in line with legislation and guidelines.
SAFE PRACTICE	Applies and implements relevant health and safety legislation and local procedures to work safely, manage risk, and maintain the safety of themselves and others with indirect support and/or guidance.	Needs direct support and/or explicit instructions to apply and implement relevant health and safety legislation and local procedures to work safely, and/or to manage risk, and/or to maintain the safety of themselves and others.
COMMENTS:		
Date:	Educato	or signature:

# PROFESSIONAL PRACTICE - FINAL REPORT



		Knowledge Applied
	PASS	FAIL
PROFESSIONAL JUDGEMENT	Exercises professional judgemer justify own decisions and actions indirect support and/or guidance. Developing clinical reasoning.	with instructions to justify decisions or discuss clinical reasoning.
COMMUNICATE EFFECTIVELY	Applies and implements effective flexible communication skills with support and/or guidance, with se users, colleagues, and others. In service user feedback if possible	indirect instructions to apply and implement effective communication skills, with service users, colleagues, and/or others.
WORK WITH OTHERS	Works in partnership with service carers, colleagues, and others, be individually and in groups with insupport and/or guidance. Develo ability to work collaboratively and discuss own leadership skills.	e users, oth instructions to work in partnership with service users, carers, colleagues, and/or others, both individually and/or in groups.
REFLECTION	Uses reflection to question own p with indirect support and/or guida	instructions to understand the value of reflective practice and/or to use reflection to support continuous improvement.
HEALTH PROMOTION	Understands the role of OT in he promotion and preventing ill heal indirect support and/or guidance developing ability to enable indiviplay a part in managing their owr health as appropriate to practice	th with instructions to understand the OT role in health promotion, and/or to enable duals to individuals to manage their own health.  setting.
QUALITY OF PRACTICE	Assures the quality of own practi through engaging in evidence-ba practice with indirect support and guidance.	sed instructions to engage in evidence-based
OCCUPATIONAL THERAPY KEY CONCEPTS AND KNOWLEDGE BASE	Developing relevant Occupational Therapy theory and knowledge a appropriate to practice setting wis support and/or guidance. Seeks opportunities to fill gaps in knowled with indirect support and/or guidance.	instructions to apply and implement relevant Occupational Therapy theory and knowledge in the practice setting. Needs direct support and/or explicit instructions
KNOWLEDGE AND SKILLS FOR PRACTICE	Developing ability to gather informassess, set goals, plan intervention deliver intervention, and evaluate outcomes, as appropriate to the setting with indirect support and/oguidance.	nation, on, instructions to gather information, assess, set goals, plan intervention, delivers intervention, and/or evaluate outcomes in
COMMENTS:		
Date:	Ed	ucator signature:

### **OVERALL FEEDBACK- FINAL REPORT**

Sheffield
Hallam University
Knowledge Applied

Practice Educator Feedback – Student's	
Strengths:	
Aim to identity at least three strengths.	
Thin to lucinity at least timee strengths.	
Classify identify base is the student bas	
Clearly identify here is the <u>student has</u>	
<u>exceeded expectations</u> and worked above	
the pass criteria.	
Practice Educator Feedback – Student's	
Areas for Development:	
Areas for Development.	
Ains to identify at langt thousand a second	
Aim to identity at least three areas for	
development.	
Booting 5th and a Constant Constant	
Practice Educator General Comments:	
Student Comments:	
Student Comments:	
You may find it helpful to reflect on the	
areas of development for your future	
practice that have been identified and	
consider how you might address these.	
Date:	
Student signature: I received this assessmen	nt report the date above and have read and discussed this with my
I =	nicreport the date above and have read and discussed this with My
Practice Educator.	
Educator signature:	
Professional Qualification(s):	
Date of last Educator update:	

### PRACTICE-BASED LEARNING CONTACT HOURS

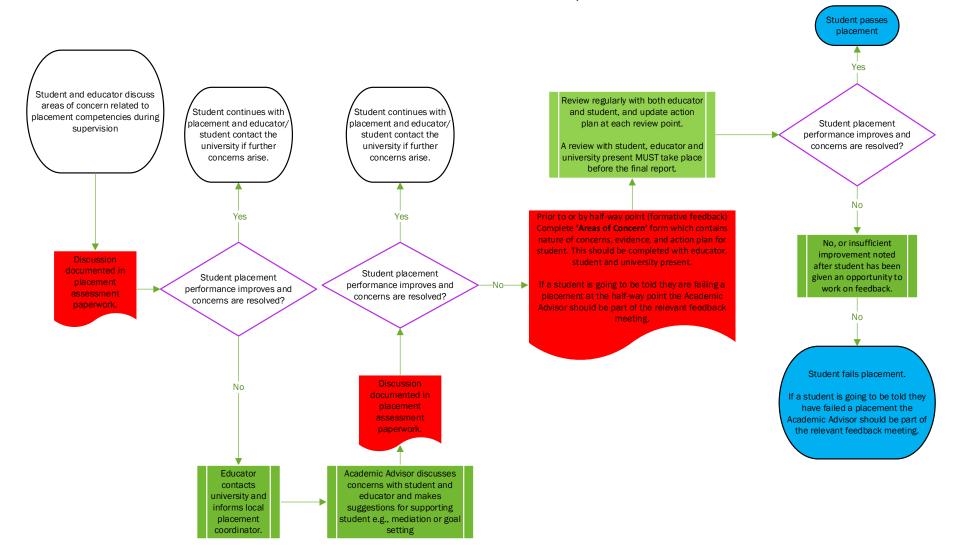
To be completed and signed by student and verified by Practice Educator.

**N.B** Study time (of up to 3.5 hours a week) is included. Lunchbreaks, and time off for appointments, interviews etc are not included.

Week	Hours	Student's signature	Educator's signature
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			

#### **RECORD OF AREAS OF CONCERN**

#### Please follow the Areas of Concern Policy below.



Updated August 2023 Sarah Lacey

Only complete this section if concerns have been raised regarding students' progress.

Details of concern and/or discussion:	Date discussed:	Date university contacted (if applicable):

# SERVICE USER FEEDBACK FORM (should be printed for distribution as needed)

We are interested in hearing your opinion on how the student has worked with you. The pupil will learn more thanks to your comments. Your feedback will not affect your work or relationship with your Occupational Therapist.

#### Thank you.

I am a service user:	I am a car	er/relat	tive:			
How good was the student at the following:						
Being polite		**	$\odot$	<u>=</u>	<b>:</b>	(F)
Making you feel at ease		**	$\odot$	<u></u>	<u></u>	(F)
Listening to you		**	$\odot$	<u>=</u>	<b>:</b>	(F)
Respecting you		**	$\odot$	<u></u>	<b>:</b>	(F)
Explaining what they were doing		<b>(*</b>	$\odot$	=	<b>:</b>	(F)
Assessing what you needed and helping you		<b>(*</b>	$\odot$	=	<b>:</b>	(F)
Is there anything the student did particularly well?						
Is there anything they could improve on next time?						

#### MDT FEEDBACK FORM (should be printed for distribution as needed)

We are interested in hearing your opinion on how the student has worked with you. Your comments will be used as part of the student's practice-based learning assessment. This feedback can be anonymous if you would prefer, please let the student's educator know if this if your preference.

My job role is:				
How good was the student at the following:				
	Above expectations	Met my expectations	Below my expectations	Unacceptable level of performance
Communication				
Professional behaviour				
Understanding of your job role				
Understanding of Occupational Therapy role				
Initiative and motivation				
Is there anything the student did particularly well?				
Is there anything they could improve on next time?				