**CPD@RCOT Short Course Workbook**

Title of course

Insert main picture on title slide of course PowerPoint presentation

**Your name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bring this workbook with you to the group session**

Developed by: Name of course developer(s)

Month, year of course release

December 2019

Oct 2020 v4

Logo of Specialist Section or Region if developed by an RCOT Branch

Introduction

Welcome to this CPD@RCOT learning resource, ‘**Title of course’**. One sentence on the overarching aim of the course for learners. 1-3 sentences setting the course into context and explaining why the topic is relevant to occupational therapy personnel.

The coursesupports the Name of Pillar Pillar of the RCOT Career Development Framework (RCOT, 2017). It is designed for occupational therapy personnel at Career Levels X to X. Personnel at Career Levels X and above who wish to refresh their knowledge may also find it helpful.

The resource is designed to be completed in a group to enhance debate and peer-to-peer learning. Using the Facilitator Guide, you may also work through it as an individual. In total, the course should take about number of hours to complete. More time will be required to follow up on the suggested further reading.

The course has two/three resources, this workbook, [a Facilitator Guide – may be incorporated into workbook] and an accompanying PowerPoint presentation. Add more resources if relevant. There are three components:

1. Individual pre-group session work: number of activities taking about amount of time to complete. Any extra general information for example activities that are carried out over several days.
2. Group session, with PowerPoint presentation and guided discussion: number of activities taking about amount of time to complete.
3. Individual reflection, taking about 15-30 minutes to complete.

An integral part of the course is the post-session reflection, designed to guide you to develop your practice. To support this development, you may wish to discuss in your supervision sessions the learning outcomes, your reflective learning points and how you plan to implement them.

This course has been developed by/is related to the Royal College of Occupational Therapists’ XX Specialist Section. If you are not a member of this Specialist Section and wish to join, visit the XX web page [link underlined text to correct web page], where you will find a link at [location on page].

Learning outcomes

When you have completed this course you will be able to:

1. Learning Outcome 1: what learners can do/will know and how this can be applied.
2. Learning Outcome 2: what learners can do/will know and how this can be applied.
3. Evaluate your current and future practice in relation to topic of course, to improve the quality of your practice/facilitation of learning/leadership/research and service delivery.

Individual pre-group work

**ACTIVITY 1: Brief activity title** (Takes about X minutes)

2-3 sentences to explain why learner is doing activity and how it relates to the course subject and learning outcomes

1. Step 1.
2. Step 2.
3. Step 3.

2-3 sentences on what information or ideas to record after carrying out the activity steps, using the table below.

2-3 sentences if relevant on learner safeguarding, for example if issues might be thrown up as a result of carrying out the activity that may cause concern or anxiety for the learner.

|  |
| --- |
| **Brief activity title: Answer these questions/Record your learning points/ other direction related to learner recording**  **Add more rows as required** |
| 1. Question or learning point 1 |
| 2. Question or learning point 2 |
| 3. Question or learning point 3 |

**ACTIVITY 2: Brief activity title** (Takes about X minutes)

2-3 sentences to explain why learner is doing activity and how it relates to the course subject and learning outcomes

1. Step 1.
2. Step 2.
3. Step 3.

2-3 sentences on what information or ideas to record after carrying out the activity steps, using the table below.

2-3 sentences if relevant on learner safeguarding, for example if issues might be thrown up as a result of carrying out the activity that may cause concern or anxiety for the learner.

|  |
| --- |
| **Brief activity title: Answer these questions/Record your learning points/ other direction related to learner recording**  **Add more rows as required** |
| 1. Question or learning point 1 |
| 2. Question or learning point 2 |
| 3. Question or learning point 3 |

**ACTIVITY 3: Brief activity title** (Takes about X minutes)

2-3 sentences to explain why learner is doing activity and how it relates to the course subject and learning outcomes

1. Step 1.
2. Step 2.
3. Step 3.

2-3 sentences on what information or ideas to record after carrying out the activity steps, using the table below.

2-3 sentences if relevant on learner safeguarding, for example if issues might be thrown up as a result of carrying out the activity that may cause concern or anxiety for the learner.

|  |
| --- |
| **Brief activity title: Answer these questions/Record your learning points/ other direction related to learner recording**  **Add more rows as required** |
| 1. Question or learning point 1 |
| 2. Question or learning point 2 |
| 3. Question or learning point 3 |

**ADD MORE ACTIVITIES IF REQUIRED USING SAME FORMAT**

**Before the group session, review your answers to these individual activities.**

**Bring this workbook with you to the group session.**

Group session

* **Welcome** (Slide 1:5 minutes)

Introductions and housekeeping

* **Learning Outcomes**  (Slide 2: 5 minutes)

Review what you will be able to do as a result of taking this course.

Briefly describe why you personally have decided to take the course.

* **Activity 1 – Title of first activity** (Slide 3-X: X minutes)

Brief description of Activity 1 with reference to pre-work activities if relevant.

* **Activity 2 – Title of second activity** (Slide X-X: X minutes)

Brief description of Activity 2 with reference to pre-work activities if relevant.

* **Activity 3 – Title of third activity** (Slide X-X: X minutes)

Brief description of Activity 3 with reference to pre-work activities if relevant.

* **Add further activities as required using same format**
* **Conclusion** (Slide X-X: X minutes)

Review concluding points with the facilitator.

Take 5 minutes to record your immediate reflections and plan of action using the following page of this workbook.

Feedback

Your views are important to us! Please send us your feedback about this Reflective Scenario so that we can make improvements for future participants. You can 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-ghQ1rN2Eadr3VQBbQNOWV-zdEtQytAgGHq4NY2vXhUMjZEVE9ERkQwOEQ1NlVEN0RLV0ZXS05KNi4u)
* Find the feedback form at <https://bit.ly/3kRLt6S>
* Get to the feedback form through the QR Code.



* Email your suggestions to [Prof.Dev@rcot.co.uk](mailto:Prof.Dev@rcot.co.uk).

If you have any complaints about the course, send an email to: [RCOTApprovedLearning@rcot.co.uk](mailto:RCOTApprovedLearning@rcot.co.uk).

Individual reflection

Reflect and consolidate all your learning from your individual pre-group work and the group session you have just attended. Start by identifying and recording at least three reflective learning points, and by listing areas you will now incorporate into your practice. Store this page in your CPD Portfolio with your certificate (end of workbook).

You will benefit if you return to these points in the next few days. At this time, reflect further on your learning, and desirable changes to current practice. Identify further learning you can do, referring to the resources given at the end of this workbook.

As suggested on page 2 of this workbook, you may wish to discuss in your supervision sessions what you have learned and what you plan to change.

|  |  |
| --- | --- |
| **My reflective learning points** on Title of course (add more points as needed on the back of the page if more than three): | |
| 1. |  |
| 2. |  |
| 3. |  |

|  |  |
| --- | --- |
| The areas I have identified for **change in my current practice** are: | |
| 1. |  |
| 2. |  |
| 3. |  |

|  |  |
| --- | --- |
| **Further learning activities I can do** are: | |
| 1. |  |
| 2. |  |
| 3. |  |

Resources and further reading

**COURSE REFERENCES**

**FURTHER READING: ONLINE RESOURCES**

**FURTHER READING: PUBLISHED PAPERS**

**FURTHER CPD ACTIVITY SUGGESTION (OPTIONAL)**

Choose another toolkit resource from the selection available at CPD@RCOT to plan a follow up CPD session that will build on the learning you now have.

**CPD@RCOT**

**Certificate of Learning**

This is to certify that:

\_\_\_\_\_\_\_\_\_\_\_[NAME]\_\_\_\_\_\_\_\_\_\_\_

has completed the CPD@RCOT Short Course:

on \_\_\_[DATE]\_\_\_

**Title of course**

**Learning outcomes:**

As a result of taking part in this CPD@RCOT course, you should now be able to:

List Learning Outcomes from page 3