**CPD@RCOT Reflective scenario**

**Evidencing the effectiveness of remote practices**

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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 new ways of working that apply remote methods have improved services and/or have a positive impact on staff and service users, by taking you 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 to evidence the effectiveness of your remote practices.

This resourcesupports occupational therapy personnel at Career Levels 5 to 7 of the Professional Practice Pillar and Career Levels 5-7 of the Leadership Pillar within the RCOT [Career Development Framework](http://www.rcot.co.uk/cpd-rcot). Personnel at Career Levels 8 and above 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. Many resources are provided to help you with your thinking and you may wish to take the time to work through them systematically. You might want to return to some sections several times before going on to the next. There is no set time this resource 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

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| You are providing supervision or managing a service that has recently implemented remote working practices such as virtual assessments, gathering clinical information via telephone or digital tools. Your supervisee or staff team have questioned the effectiveness of the new ways of working. You are keen to reflect on the available evidence for the new remote working methods and you ask yourself: ‘What data do I need to gather to ascertain the effectiveness of these new ways of working?’ |

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 on the following page. Refer to the resources referred to and 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 of questions is not exhaustive.

1. What do you perceive the benefits of remote methods to be for staff and service users?
Supporting references: Healthcare Improvement Scotland ihub (n.d.), Public Health England (2021), Purohit, Smith and Hibble (2020)
2. What is the guidance within your organisation regarding digital transformation?
3. Is there a preferred or mandated remote tool in your practice setting? If so, have you gathered information on implementing this tool safely and effectively?
Supporting references: Health and Care Professions Council (2021)
4. What is the evidence base for remote occupational therapy practice in your context?
Supporting references: Marshall et al. (2020), Royal College of Occupational Therapists (2020), Royal College of Occupational Therapists (n.d.), World Federation of Occupational Therapy (2021)
5. How do the population needs of your service compare to those in the research articles?
6. What are the digital literacy skills of all the people who need to use this tool, including service users, staff, and partners in care?
7. What training needs or further support is required by the people who use the selected remote method safely and effectively?
8. How might remote methods be used as an opportunity to increase the digital literacy skills as well as overcome barriers to digital connectivity of service users?
Supporting references: Larsson-Lund (2018)
9. How do you intend to evaluate your recently implemented remote method? What approach are you using, or will you use, to capture data on benefits, barriers and weaknesses of the new way of working from the perspective of both citizens and staff?
10. How can you share your data and learning within your organisation, local community and profession to build the evidence base?

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

Action planning

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| If you were involved in such a scenario, what would you do? |
| Click or tap here to enter text. |

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

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: Evidencing the effectiveness of remote practices**

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 -

* 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

**REFERENCES:**

Health and Care Professions Council (2021) *Providing care and treatment remotely*. Available at: <https://www.hcpc-uk.org/standards/meeting-our-standards/scope-of-practice/providing-care-and-treatment-remotely/> Accessed on 9.09.21

Healthcare Improvement Scotland ihub (n.d*.) Top tips for facilitating virtual learning sessions*. Open access. Available at: <https://ihub.scot/improvement-programmes/access-qi/covid-19-remobilisation-learning-system/enabling-digital-access/top-tips-for-facilitating-virtual-learning-sessions/>

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Larsson-Lund M (2018) The digital society: Occupational therapists need to act proactively to meet the growing demands of digital competence. *British Journal of Occupational* *Therapy*, 81(12): 733-735. doi: [10.1177/0308022618776879](https://doi.org/10.1177/0308022618776879)

Marshall, G, Wild, S, Freeman, J, Sein, K, Buckingham, S (2021) From temporary virtual solution to a permanent fixture. OTnews [June] 29(6): 28-31. Available at: <https://viewer.joomag.com/otnews-june-2021/0059647001623231071?short&> Accessed on 9.09.21

Public Health England (2021) *Evaluating digital health products*. Open access. Available at: <https://www.gov.uk/government/collections/evaluating-digital-health-products#1.-get-started>

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Purohit A, Smith J, Hibble A (2020) Does telemedicine reduce the carbon footprint of healthcare? A systematic review. *Future Healthcare Journal*, 8(1): e85-91. doi: <https://doi.org/10.7861/fhj.2020-0080>

Royal College of Occupational Therapists (2020) *Assistive and everyday technologies*. RCOT Evidence Spotlight. Available at: <https://www.rcot.co.uk/sites/default/files/Evidence_Spotlight_-_Assistive_and_Everyday_Technologies.pdf> Accessed on 9.09.21

Royal College of Occupational Therapists (n.d.) *Digital occupational therapy*. Available at: <https://www.rcot.co.uk/node/3507> Accessed on 9.09.21

World Federation of Occupational Therapy (2021) Occupational therapy and telehealth. Available at: <https://wfot.org/resources/occupational-therapy-and-telehealth> Accessed on 9.09.21

**SOURCES OF SUPPORT:**

For specific queries, contact the [RCOT Professional Practice Enquiries Service](https://www.rcot.co.uk/practice-resources/professional-practice-enquiries-service/about-professional-practice-enquiries-service).

Explore the resources provided by the Health and Care Professions Council (2021) *Providing care and treatment remotely*. Available at: <https://www.hcpc-uk.org/standards/meeting-our-standards/scope-of-practice/providing-care-and-treatment-remotely/> Accessed on 9.09.21

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