**CPD@RCOT Reflective scenario**

**Supporting learners in a public health setting**

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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 explore how you can support learners in an emerging role in public health 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 as you consider the best ways to support pre-registration candidates to be independent learners.

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 8. Personnel at Career Levels 4 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. It is also suitable for groups or you can 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:

Liz Fletcher, Educational Lead

Sport for Confidence

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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 have a strategic role in an emerging area in public health which involves lots of meetings rather than lots of clinical contact. You believe your scope of practice is interesting and important to occupational therapy learners. You want to offer support but have some concerns because there is no clear practice education roadmap to follow and no other occupational therapists in the immediate working environment.You ask yourself: “How can I deliver an excellent placement despite the circumstances?”  |

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 can you access support and reassurance from your local university?
2. How can you test out the level of interest amongst learners and practice placement tutors in this emerging field?
3. The RCOT Learning and Development Standards for Pre-registration Education (2019), standard 5.2, require that ‘all practice-based learning opportunities include interventions that focus on the person, the occupation,and the environment.

How will you identify what the practice-based learning possibilities are for you and for learners?
4. What risk assessments need to be completed?
5. What resources will you need to have in place to offer the placement?
6. Who within and outside your organisation can support you with delivery of your practice-based learning opportunity?
7. How will you support your learners to understand the evidence for your occupational therapy scope of practice, its relevance to occupational therapy more broadly and its relationship to public health and health inequalities?
8. In what ways could learners explore and understand the emerging area and learn about the wider system?
9. How can you prepare prior to your learners’ start dates for them to feel supported and in charge of their learning without frequent contact from you, and with equity and inclusion embedded in your preparations?
10. In what ways might occupational therapy and AHP colleagues support learners and help to assess their progress?
11. How might occupational therapy learners in other contemporary placements connect with and support each other?
12. How can learners contribute to guidance in this contemporary area of occupational therapy practice during their placement?

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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: Supporting learners in a public health setting**

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 AND FURTHER INFORMATION**

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**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.

[Home - Sport For Confidence](https://sportforconfidence.com/) info@sportforconfidence.com

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/)

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)