CPD@RCOT – reflective scenario

Practice-based learning in a small children’s community occupational therapy service

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| Your name | Click or tap here to enter text. |
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**About this learning resource**

This reflective scenario is designed to help children’s community occupational therapy teams with small numbers of staff consider how to offer practice-based learning opportunities to pre-registration learners. Working through this structured, reflective process will help clarify your thoughts, deepen your understanding, and support you to plan any 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.

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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 a small children’s community occupational therapy team. You know you should be offering placements to pre-registration learners but are worried about the extra demand this will place on an already stretched team. You are also concerned about providing a good quality experience as you are spending less time in the office as a team. |

**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 6-7 if you need to. If you are working through this on paper, add as many extra sheets as you need. You might want to return to these questions before going onto the next stage. Remember, the list is not exhaustive.

1. What concerns are preventing you from offering practice-based learning at the moment?
2. What benefits would offering practice-based learning bring for:
3. you
4. your team
5. the department/organisation
6. the people who access your services.
7. What alternatives to the traditional 1:1, static-site placement model are available? How could you find out more about different types of practice placement?
8. Do you know of any services that are offering innovative placements? What questions could you ask to find out if a different approach might work for you?
9. Look at the timetable for your team as a whole. Are there opportunities for a learner to spend days with different individuals? Could they spend time with people outside your team? What benefits/challenges might this create for you and the learner?
10. What methods of supervision/support are you currently providing for team members who work remotely? Could this model be applied to learners? What additional support might they need, and how might this be provided?
11. Thinking about the opportunities a placement brings to your service:
12. Is there a service need that could be addressed through a student project, for example developing parent/carer resources or establishing a school-based motor skills programme?
13. Could the project be completed in one practice placement, or is it a longer project that could be split over several placements? How much time and what resources would be required to plan the project?
14. Are there any schools or organisations who might be interested in facilitating a practice placement with you? What information and support might they need?
15. What information and support do you need to develop a community-based children’s placement offer that will work for you, your team and potential learners? Where can you go to get this information?
16. If, having considered all of the above you feel you can’t support a full-time placement:
17. Is there another related service you could partner with? Could you support their student one day a week? What would be the benefits and challenges of doing this?
18. What would you include in an action plan that would lead towards you supporting a full-time placement

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| My answers |
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**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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| Based on your response to the initial scenario and answers to the questions that followed, what is your action plan? |
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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 develop your knowledge and skills? When will you do it? What support will you need? |
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**Further thoughts and actions**

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| Use this page if you have any further thoughts, or to record your discussions. |
| Click or tap here to enter text. |

**Reflective scenario:**

**Practice-based learning in a small children’s community occupational therapy service**

Recommended: review your learning

Set a date when you will come back to this resource to consider the impact it has had on your practice. Allow enough time to engage in any further learning you have identified and to apply your reflections to your practice. When completed, you may wish to store this page in your CPD Portfolio.

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| Date I will review my learning: |
| Click or tap here to enter text. |

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| Further learning I engaged in to deepen my understanding, skills, and knowledge: |
| Click or tap here to enter text. |

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| How I have applied this learning to my practice: |
| Click or tap here to enter text. |

**Feedback**

Your views are important to us! Please send us your feedback so we can make improvements for future participants. Or let us know if you liked this!

Contact us at: [prof.dev@rcot.co.uk](mailto:Prof.Dev@rcot.co.uk) or [@CPD\_RCOT](https://twitter.com/CPD_RCOT).

**References**

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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 [www.chooseot.co.uk](http://www.chooseot.co.uk) website 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.

RCOT [Specialist Section – Children, Young People and Families](https://www.rcot.co.uk/about-us/specialist-sections/children-young-people-and-families-rcot-ss).

[Our Placement Café](https://www.rcot.co.uk/virtual-placement-cafe) brings together people who support placements for pre-registration learners, to network and discuss ways of developing quality, sustainable opportunities. It aims to provide a space for practice educators and those who support OT placements to:  
•    meet with peers  
•    share your good practice  
•    problem-solve your challenges  
•    bring your innovative ideas to life.

Health Education England E-Learning Hub provide [educator training resources](https://portal.e-lfh.org.uk/Catalogue/Index?HierarchyId=0_36974&programmeId=36974). Also check out the [AHP Practice Based Learning resources](https://www.hee.nhs.uk/our-work/allied-health-professions/increase-capacity/ahp-practice-based-learning). Please note that some resources on these sites are open access for all and others require registration.

NHS Education for Scotland: [Facilitation of Learning](https://www.hee.nhs.uk/our-work/allied-health-professions/increase-capacity/ahp-practice-based-learning).