**CPD@RCOT Reflective scenario**

**Providing remote informal and formal supervision and assessment**

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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 how you might facilitate remote practice-based education and assessment 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.

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 5-9 who have experience of workplace-based placements and who want to explore how to offer remote practice-based learning.

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.

Developed with:

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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 considering facilitating practice-based learning but recognise that you will need to adjust according to your current ways of working, frequently remotely or from home. You are concerned about how you will provide support and supervision formally and informally to learners, and how you will fairly assess them when you do not see them every day. |

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 8-9 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 might remote placement and assessment differ for you from workplace-based placement?
2. How might leaner needs differ in remote working and supervision compared to learning in a workplace-based placement?
3. What issues might you need to consider before offering to facilitate remote practice-based learning?
4. What are the key factors that would influence your decision making?
5. What methods could you use to facilitate supervision formally and informally during the placement?
6. Are there any confidentiality considerations when carrying out supervision?
7. Who else could work with you to offer formal and informal support to learners?
8. What methods could you use to assess learners remotely?
9. What evidence will you require learners to provide for assessment?
10. How will you communicate your expectations for the placement to learners?
11. What are your training and support requirements to facilitate remote practice-based learning and assessment?

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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 8-9 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: Providing remote informal and formal supervision and assessment**

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

**FURTHER INFORMATION**

Beveridge J, Pentland D (2020) A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy, 83(8),* 488–513.
doi: <https://doi.org/10.1177/0308022620904325>

Broughton W, Harris G eds (2019) *Principles for continuing professional development and lifelong learning in health and social care,* The Interprofessional CPD and Lifelong Learning UK Working Group. Bridgwater: College of Paramedics. Available at: <https://www.unison.org.uk/content/uploads/2019/01/14.12.18_CPD_Principles_FINAL_Jan_2019-1.pdf> Accessed on 29.06.21

College of Occupational Therapists (2015b) *Supervision: guidance for occupational therapists and their managers*, London: COT.
Available through the RCOT website at: <https://www.rcot.co.uk/node/3916> Accessed on 28.06.21

Grant, T (2021) *Occupational therapy placements. A pocket guide* [ebook]. London: Lantern Publishing. Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

Hearle D, Lawson S (2020)*A strategic guide to continuing professional development for health and care professionals: the TRAMm model,* 2nd ed. [ebook] Keswick: M & K Publishing.
Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

Hunter, H, Volkert, A (2017) Issues and challenges of role-emerging placements *World Federation of Occupational Therapists Bulletin* 73(1): 57-65. Available through [the RCOT library](https://www.rcot.co.uk/practice-resources/library-resources/about-library).

Martin, P, Kuma, S, Lizarondo, L (2017) Effective use of technology in clinical supervision, *Internet* *Interventions*, 8: 35-39. Available at: <https://www.sciencedirect.com/science/article/pii/S2214782917300131> Accessed on 24.08.21.

Royal College of Occupational Therapists (2020) *Learning and development standards for pre-registration education*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/node/2311> Accessed on 27.06.21.

Royal College of Occupational Therapists (2021a) *Career Development Framework*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/career-development-framework> Accessed on 28.06.21

Royal College of Occupational Therapists (2021b) *Professional standards for occupational therapy practice, conduct and ethics*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics> Accessed on 28.06.21

Turpin MJ, Iwama, MK (2011) *Using occupational therapy models in practice: a fieldguide*. [e-book] Churchill Livingstone Elsevier. Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

Waldron, D, Abdulle, S, Dhillon, P, Eracleous, P, Halim, A, King, C, Mohamed, SN (2021) Reflections on a blended practice placement. *OTnews* 29(5 [May]): 22-24.

Available through the [RCOT website](https://www.rcot.co.uk/news/otnews).

Webster J, Donnelly, J, Hall, L (2021) Creating connections. *OTnews* 29(5 [May]): 20-21.

Available through the [RCOT website](https://www.rcot.co.uk/news/otnews).

**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.

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)