**CPD@RCOT Reflective scenario**

**Supporting Learner Mental Health**

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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 learners’ mental health and available support mechanisms 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 practice-based learners’ mental health needs.

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 4 to 7. Personnel at Career Levels 8 and 9 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:

Nina Phoenix, Practice Placement Facilitator

Date 02.08.2021

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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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| Your practice-based learner has disclosed to you that they have mental health issues. They are experiencing anxiety and depression whilst on placement. This is having an impact on their learning. They experienced a panic attack and needed to leave a meeting and have also had a day off sick due to low mood. |

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. What coping strategies does the learner usually employ? Are they able to utilise/access these within the duration of this placement?
2. Using your occupational therapy skills and knowledge, what practical day to day routines such as time keeping and planning can you support learners to apply for positive mental health on placement, while ensuring you are not providing therapy?
3. How might you encourage the learner to engage with their university for support? How might you engage with the university for support?
4. Where can you signpost the learner to for additional support? For example, what does the workplace offer, what does the university offer and are there any suitable free NHS apps?
5. How might client work within this practice-based learning setting impact on your learner’s mental health? Could seeing others in distress be a trigger?
6. What are considered reasonable adjustments for this learner whilst on placement? What is already in place, and what impact is this having?
7. Is there anything else you need to know about this student?
8. Do you need to consider boundaries? Will the learner disclose their mental health issues to service users?
9. How do you ensure that, with reasonable adjustments in place to support their mental health needs, your learner is assessed fairly and is given opportunities to meet their competencies?
10. What will you do if you think the learner is too unwell to work and/or be assessed? Who will you speak to?
11. How do you ensure that on a transactional level you remain an assessor and practice educator and do not become the learner’s therapist?

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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 Learner Mental Health**

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**

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>

Health and Care Professions Council (2021) New supervision resources to help you and your practise. Available at: <https://www.hcpc-uk.org/news-and-events/blog/2021/new-supervision-resources-to-help-you-and-your-practise/> Accessed 15.10.21

Masoero P (2017) Use of a poster to prompt healthcare staff to maintain their hydration. Nursing Times [online], 113(3): 56-58. Available at: <https://www.nursingtimes.net/clinical-archive/nutrition/use-of-a-poster-to-prompt-healthcare-staff-to-maintain-their-hydration-20-02-2017/> Accessed 15.10.21

Pollard E, Vanderlayden J, Alexander K, Borkin H, O’Mahony J (2021) Student mental health and wellbeing. Department for Education. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/996478/Survey_of_HE_Providers_Student_Mental_Health.pdf> Accessed 15.10.21

Royal College of Occupational Therapists (2020) Briefing: Supporting occupational therapists & students with disabilities through reasonable adjustments. Available at: <https://www.rcot.co.uk/sites/default/files/Supporting_occupational_therapists_and_students_with_disabilitis_through_reasonble_adjustments_%28revised_Aug_2020%29.pdf> Accessed 15.10.21

Royal College of Occupational Therapists (n.d.) Your health and wellbeing during the COVID-19 crisis. Available at: <https://www.rcot.co.uk/your-health-and-wellbeing-during-covid-19-crisis>

Accessed 15.10.21

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 (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>

**SOURCES OF SUPPORT**

Search for the Wellbeing pages for your place of work or Trust.

e-Learning for Healthcare (n.d.) Supporting AHP Students. Available at: <https://portal.e-lfh.org.uk/>

Accessed 15.10.21

NB: aimed at support workers but a useful refresher for all healthcare professionals who support students. Open access but requires registration to the portal.

Headspace (n.d.) Headspace for NHS. Available at: <https://www.headspace.com/nhs>

Accessed 15.10.21

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

Health Education England: [Practice Based Learning resources](https://www.hee.nhs.uk/our-work/allied-health-professions/increase-capacity/ahp-pre-registration-student-practice-based-learning-programme/practice-based-learning-resources)

Mental Health at Work (n.d.) NHS – Resources from this organisation. Available at: <https://www.mentalhealthatwork.org.uk/organisation/nhs/> Accessed 15.10.21

NHS Blackpool Teaching Hospitals NHS Foundation Trust (n.d.) Take a break. Available at: <https://www.bfwh.nhs.uk/onehr/healthier-workforce/take-a-break/> Accessed 15.10.21

NHS Education for Scotland: [Facilitation of Learning](https://www.nes.scot.nhs.uk/our-work/ahp-practice-education/)

[RCOT Professional Practice Enquiries](https://www.rcot.co.uk/practice-resources/professional-practice-enquiries-service/about-professional-practice-enquiries-service)

[Student Minds](https://www.studentminds.org.uk/)