**CPD@RCOT Reflective scenario**

**Technology Enabled Care Services (TECS) Practice-Based Learning**

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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 a new way to support practice-based learning. It takes 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 Technology Enabled Care Services.

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 7. 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. 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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| The COVID-19 pandemic brought many changes to practice-based learning at your place of work. While learner needs remained the same, the vast reduction in treatment at your clinic made it very difficult to apply the traditional face to face placement model. The impact of the pandemic continues, and you want to find new ways to support learners. You have heard about the Technology Enabled Care Services (TECS) placement model, whereby the learner works from home, remotely maintaining client contact. You wonder if this might work for your 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 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. What Information Technology involvement will be needed? Examples are IT systems key worker(s) for you and learners, learner access to clinical platforms and device security.
2. How might the induction period/programme need to be adapted?
3. What communication methods will the learner and supervisor use and how often will this happen?
4. What changes might be needed to your formal and informal supervision approaches?
5. What opportunities and challenges does this way of working present in terms of flexible working practices and constant lines of support?
6. How will learners map the variety of learning opportunities to the placement module learning outcomes?
7. How will traditional placement ‘extra’ opportunities be provided, for example shadowing other MDT members?
8. What policies and procedures should be in place, such as data protection, patient consent, risk management and ethics? Think about how you will ensure these are being followed appropriately.
9. Are there any specific recording keeping or documentation issues to consider?
10. How will you access university support for yourself as well as for learners?

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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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| If you were involved in such a scenario, what would you do? |
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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 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. |
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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:**

**Technology Enabled Care Services (TECS) Practice-Based Learning**

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 -

* Qr code

  Description automatically generatedClick 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](mailto: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](https://doi.org/10.1177%2F0308022620904325)

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>

NHS England Publications (2021) A digital framework for Allied Health Professionals. NHS England Publications Gateway Reference 000378. Available at: <https://www.england.nhs.uk/wp-content/uploads/2019/04/a-digital-framework-for-allied-health-professionals.pdf> Accessed on 14.06.21.

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>

**WEBPAGE RESOURCES**

AHP Practice Education Community (2020) Covid 19 Placement Recovery. Available at <http://www.knowledge.scot.nhs.uk/ahppe/covid-19-placement-recovery.aspx>. Accessed on 26.03.21.

Health Education England (n.d.) Resources. Placement expansion and innovation: resources for the allied health professions (AHPs) in the UK. Available at: <https://www.hee.nhs.uk/our-work/allied-health-professions/helping-ensure-essential-supply-ahps/placement-expansion-innovation/resources> Accessed on 14.06.21

* *Scroll down to see the section on TECS*

Royal College of Occupational Therapy (2020) Delivering Student Practice Placements – alternative models. Available at <http://www.rcot.co.uk/alternative-practice-placements> Accessed on 26.03.21.

**YOUTUBE RESOURCES**

Health Education England – HEE (2020) Rapid expansion of AHP placements: Simulation and Technology Enabled Care Services (TECS) webinar. (2 hours 55 minutes) Available at: <https://www.youtube.com/watch?v=wplm_qAxZuw> Accessed on 26.03.21

Health Education England – HEE (2020) What are ‘alternative models’ of student supervision and how can we used them to our advantage? (29 minutes) Available at: <https://www.youtube.com/watch?v=lGm1CU8O9Bc> Accessed on 26.03.21

**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](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.

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)