

Practice Education Observation Placement Assessment Form



Discipline of Occupational Therapy, NUI Galway

Department of Occupational Therapy

Guidance on Completing NUI Galway Occupational Therapy Practice Education Level One Competency Assessment Form

The current Practice Education Competency Assessment Forms were designed in collaboration between Trinity College Dublin, NUI Galway. These are based on the HSE Therapy Project Office Entry Level Competencies for Occupational Therapists 2008, and have been extended for the 2019/2020 academic year to ensure they match the CORU Occupational Therapists Registration Board Standards of Proficiency (2017).

The original fully completed **Practice Education Competency Assessment Form** should be returned to:

Dr Carol (ine) Hills, PhD, MSc, GCTE, BSc (Hons), Dip. COT
Practice Education Co-ordinator
Occupational Therapy
School of Health Sciences
Aras Moyola
National University of Ireland Galway (NUIG)
University Road
Galway

It is recommended that the student keep a copy of the assessment form in their placement portfolio.

Practice Education Competency Assessment Form

This form can be downloaded from the NUIG Occupational Therapy Practice Education Website and can be filled in electronically or manually, but signatures need to be made to a printed electronic version.

Guidance on completing the Practice Education Competency Assessment Form is outlined below, using a Level 2 (4th year) Practice Education Competency Assessment Form. The Level 1 (2nd and 3rd year) Practice Education Competency Assessment Forms need to be completed using the same guidance. The first year form has only one section, namely “professional behaviour”.

NAME OF STUDENT	TYPE OR HANDWRITE FULL NAME	
NAME OF SERVICE	TYPE OR HANDWRITE SERVICE NAME	
TYPE OF EXPERIENCE	TYPE OR HANDWRITE TYPE OF EXPERIENCE, E.G ACUTE GENERAL HOSPITAL (Physical)	
DATE OF EXPERIENCE (dd/mm/yyyy)	From Start Date	To End Date
NAME OF PRACTICE EDUCATOR	List Name(s) of Practice Educator(s)	

NUMBER OF DAYS ABSENT	LIST TOTAL NUMBER OF DAYS ABSENT
TOTAL HOURS COMPLETED	LIST TOTAL NUMBER OF HOURS COMPLETED: STUDENT MUST ATTAIN 1000 HOURS OF PLACEMENT OVER THE COURSE OF THE PROGRAM. 250 HOURS MUST BE COMPLETED IN PSYCHOSOCIAL PLACEMENT. STUDENTS WORK A 35 HOUR WEEK SO AN EIGHT WEEK PLACEMENT WITHOUT ABSENCE IS 280 HOURS. A MINIMUM OF 250 HOURS IS NECESSARY TO PASS THE PLACEMENT.

OVERALL LEVEL OF ACHIEVEMENT

<p>COMPETENT</p> <p><input type="checkbox"/> THIS IS A PASS GRADE. TO BE AWARDED THIS GRADE ALL BOXES IN THE FORM MUST BE MARKED AS EITHER EVIDENT OR ENHANCED</p>	<p>NOT COMPETENT</p> <p><input type="checkbox"/> THIS IS A FAIL GRADE. TO BE AWARDED THIS GRADE ONE OR MORE BOXES IN THIS FORM WILL HAVE BEEN MARKED AS NOT EVIDENT OR EMERGING</p> <p><i>(Student required to repeat placement)</i></p>
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N.B. If a student is awarded a **not competent grade (Not Evident or Emerging)** for one or more competencies at the final assessment, this indicates an overall not competent level of achievement. CPD certificates are only provided to educators who have signed this form.

SIGNATURE OF PRACTICE EDUCATOR	THE EDUCATOR OR EDUCATORS (IF MORE THAN ONE) MUST SIGN THIS FORM. CPD CERTIFICATES ARE ONLY PROVIDED TO THOSE EDUCATORS THAT SIGN THE FORMS
EMAIL ADDRESS OF PRACTICE EDUCATOR	EMAIL ADDRESSES MUST BE INCLUDED FOR ALL SIGNATORIES
SIGNATURE OF STUDENT	STUDENT MUST SIGN THIS PRIOR TO LEAVING THE PLACEMENT

Both signatures are required.

Student Hours Log

Week (From – To) (dd/mm/yyyy)	Hours Completed	Initials of Practice Educator
1. Start Date to End Date	List Hours Completed	IN SIGNING THIS SECTION EDUCATORS ARE SIGNING
2. Start Date to End Date	List Hours Completed	HOURS WORKED, EXCLUDING LUNCH & BANK
3. Start Date to End Date	List Hours Completed	STATUTORY DAY, SICK OR OTHER ABSENT DAYS.
4. Start Date to End Date	List Hours Completed	3 HOURS STUDY PER WEEK IS INCLUDED. SEE NOTE
5. Start Date to End Date	List Hours Completed	ON MANAGEMENT OF SICKNESS OR ABSENCE
6. Start Date to End Date	List Hours Completed	
7. Start Date to End Date	List Hours Completed	
8. Start Date to End Date	List Hours Completed	

To be completed by Practice Educator:

Certificated Sick leave hours taken:	Enter Hours of Sick Leave Taken	Sick leave hours made up:	Enter Hours of Sick Leave Made-up. THIS SHOULD BE ON PLACEMENT WORK ONLY, NOT STUDY OR UNIVERSITY WORK
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Other Sick leave taken	Enter Hours of Sick Leave Taken	Sick leave cert forwarded to PEC*:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other hours absent	Number of hours:	Reason:	SEE ABSENCE POLICY BELOW
Number of public holidays:	List Number of Public Holidays	Total hours completed:	List Total Hours Completed
Signature of Practice Educator:	PRACTICE EDUCATOR TO SIGN TO CONFIRM HOURS		Date:

** It is the responsibility of the student to forward their sick certs to the PEC directly.*

To be completed by Student: STUDENT SIGNS TO CONFIRM THIS IS TRUE RECORD OF HOURS WORKED

Student Name and Number	Student Signature / Date

Hours

Students must work a minimum of a 35-hour week to attain the 1,000 hours to graduate. Students must have a minimum of a half hour lunch break. All hours worked, excluding lunch times are to be recorded on the Practice Education Competency Assessment Form. Study time is included in the worked hours. Students will complete a record of their use of study time. Sickness or any other absences are not to be included as worked hours. Bank holidays or statutory days are also not counted as hours. A minimum of 250 hours is necessary to pass the placement.

Sickness or Absence

- 1. Attendance:** Placement attendance is mandatory, Monday to Friday for the full duration of the placement.
- 2. Study time:** There is no study time permitted on a one week observation placement.
- 3. Sickness:** If the student is sick and cannot attend placement, **they must contact their Practice Educator directly by telephone no later than 15 minutes after the start time of the day. No texts, no emails or other forms of messaging are permitted.** Student must explain that they are sick and provide some indication of their intended return to placement. **Then, student must email the Practice Education Co-ordinator and advise they are off sick.** Students must provide a medical certificate if they are absent for two days or more.

4. Unforeseen circumstances

If unforeseen circumstances occur e.g. a death of a family member, placement absence is negotiated with both the practice educator and the practice education co-ordinator. These will be managed on a case-by-case basis.

5. Medical appointments: These are normally known well in advance and the student needs to declare these prior to the placement beginning with the practice education co-ordinator who will advise the practice educator that they are agreed absences.

6. Dental appointments: including orthodontic appointments are not permitted during the duration of the placement except where urgent treatment is required, and this will be treated as a medical appointment.

7. Other planned absences: Any other planned absences including weddings, must be pre-agreed with the practice education co-ordinator prior to placement beginning. It is not acceptable to take holidays or days to attend social events during placement. If agreed with the practice education co-ordinator, normally only one day is permitted.

9. Consequences of absence: Where a student is unable to complete a placement due to the number of absences, hours will not be recorded, and a repeat placement will be provided after a medical certificate has been received advising fitness for another placement. Repeat placements occur in the summer months. Students cannot progress to the following year without having passed all components of the academic program and that includes placement.

The Practice Education Competency Assessment Process

Student competence is assessed by the Practice Educator in placement and recorded on the relevant Practice Education Competency Assessment Form as listed below:

Year 1: Practice Education Observation Assessment Form

Year 2: Practice Education Competency Assessment Form – Level 1

Year 3: Practice Education Competency Assessment Form – Level 1

Year 4: Practice Education Competency Assessment Form – Level 2

Competency

Competencies can be marked as “Not Evident”, “Emerging”, “Evident” or “Enhanced”. To pass the final assessment, all competencies must be either “Evident” or “Enhanced” by the end of placement.

NOT EVIDENT – This competency was not demonstrated.	EVIDENT – This competency was consistently demonstrated.
EMERGING – This competency was not consistently demonstrated.	ENHANCED – This competency was consistently demonstrated. The performance was to a high standard.

Observation Placement

The Practice Education Observation Assessment Form is to be completed at the end of the placement by the practice educator/s. As this placement is only for one week, it is recommended that any concerns regarding professional behaviour be discussed immediately after an event but no later than the half way so the student has time to remediate the issues identified.

The first year form assesses one area of competency:

- 1) Professional Behaviour Competencies.**

To pass placement all competencies must marked evident or enhanced

Competencies	NOT EVIDENT	EMERGING	EVIDENT	Enhanced
<p>1. Work safely in compliance with health and safety regulations as specified in the practice setting.</p> <p><u>CORU Standards of Proficiency:</u></p> <p><u>1. Professional Autonomy & Accountability</u></p> <p>1.6. Be able to exercise a professional duty of care.</p> <p>3.14 Be able to establish safe environments for practice which minimises risks to service users, those treating them and others, including the use of infection prevention and control strategies</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Adhere to the ethical, legal, professional and local practice contexts that inform occupational therapy practice.</p> <p><u>CORU Standards of Proficiency: Professional Autonomy and Accountability</u></p> <p>1.1 Be able to practice safely and effectively within the legal, ethical and practice boundaries of the profession</p> <p>1.7 Understand what is required of them by the Registration Board and be familiar with the provisions of the current Code of Professional Conduct and Ethics for the profession issued by the Registration Board.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Adhere to confidentiality as described in the local context.</p> <p><u>CORU Standards of Proficiency: Professional Autonomy and Accountability</u></p> <p>1.10 Understand and respect the confidentiality of service users and use information only for the purpose for which it was given.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Present self in a manner appropriate to the working environment. <u>1. Professional Autonomy & Accountability</u></p> <p>Be able to practice safely and effectively within the legal, ethical and practice boundaries of the profession.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>5. Adhere to specified personal and professional boundaries within practice.</p> <p><u>CORU Standards of Proficiency: Professional Autonomy and Accountability</u></p> <p>1.2 Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Demonstrate a positive approach to clients and team members.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Demonstrate effective time management.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Communicate effectively and in a professional manner with individuals.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Educator's Comments and Feedback